

Iowa 21st Century Community Learning Centers Program

Request for Applications (RFA)

**No Child Left Behind Act of 2001 (P.L. 107-110)
IOWA DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD,
ELEMENTARY, AND SECONDARY EDUCATION**

APPLICATION PACKET For New 2004-2009 Projects

**LETTER OF INTENT DEADLINE: April 20, 2004, 4:30 PM CST
RFA DEADLINE: May 20, 2004, 4:30 PM CDT**

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Acknowledgments

Appreciation is expressed to those who work everyday to ensure that all children in Iowa have the benefit of and access to safe and supportive environments where they can achieve academically and grow up socially, emotionally, intellectually, behaviorally, and physically healthy. Special appreciation is expressed to those who assisted with the development of this Request for Application and who will continue to be our partners in this very important initiative to serve children, youth and their families during non-school hours. Their unwavering commitment to the development of partnerships among schools, students, their families, and communities to create a network of after-school programs for the children and youth across our state will cause this vision to become a reality.

Contributing Agency and Association Partners

Iowa

Iowa Collaboration for Youth Development State Agency Group

- Division of Criminal and Juvenile Justice Planning
- Governor's Office of Drug Control Policy
- Iowa Commission for Volunteer Service
- Iowa Department of Human Services
- Iowa Department of Public Health
- Iowa Workforce Development

Iowa's Community Education Association

Iowa Federal 21st Century Community Learning Centers Grantees

State Public Policy Group

National

Afterschool Alliance

C.S. Mott Foundation

California Department of Education

Council of Chief State School Officers

Kentucky Department of Education

National Center for Community Education

National Community Education Association

North Central Regional Educational Laboratory

U.S. Department of Education

Wisconsin Department of Public Instruction

Iowa Department of Education
21st Century Community Learning Centers
Notice: Request for Applications
Proposed Release Date: March 12, 2004
Letter of Intent: Tuesday, April 20, 2004, 4:30 p.m. CST
Application Deadline: Thursday, May 20, 2004, 4:30 p.m. CDT
Funds Available July 1, 2004 – June 30, 2006

GRANT OVERVIEW

PURPOSE:

Constructive learning activities during non-school hours, combined with adult guidance through school and community-based academic and youth development programs, result in greater achievement and social outcomes for children and youth throughout their school age years.

The intent of the 21st CCLC funds is to enable communities to design and implement effective out-of-school programs that will result in improved student achievement, and be enhanced by and sustained through community partnerships beyond the term of the grant.

ELIGIBLE APPLICANTS:

Applications for 21st Century Community Learning Centers (CCLC) grants under the No Child Left Behind Act, 2001, Title IV, Part B must be a **partnership** between

- One or more schools that are Title I schoolwide eligible
together with
- One or more nonprofit organizations, community-based organizations, faith-based organizations, public agencies, or private agencies that primarily serve students who attend eligible schools.

21st CCLC PROGRAM ELEMENTS:

- Identify and recruit students.
- Design a program to accommodate participant's needs.
- Provide high quality, developmentally appropriate activities.
- Provide staff development.
- Ensure highly effective program management.
- Integrate after school programming with the regular school day, and other federal and state funded programs.
- Integrate with school improvement and reform initiatives.

- Engage in collaboration among schools, community-based organizations, non-profit organizations, faith-based organizations, government, and civic organizations.
- Address sense of community, cultural, and drug and violence prevention related issues.
- Incorporate activities that address the educational needs of parents and families of program participants as an integral part of the project.
- Use volunteers to enrich student learning experiences.

APPLICATION AND DEADLINE:

Prospective applicants should notify the Department of the intent to apply no later than April 20, 2004 to allow for arrangements for the proposal review. A signed original *and* four (4) copies of the application must be **received** in the Iowa Department of Education by **May 20, 2004**. Questions should be directed to Tana Mullen at (515) 281-5614 or e-mail at Tana.Mullen@ed.state.ia.us.

The application, instructions and rubrics will be available on the Iowa Department of Education website at <http://www.state.ia.us/educate/ecese/cfcs/21stcclc/index.html> or for a print copy, contact Tana Mullen, by contacting her by phone or e-mail (see above) or by requesting a copy from her in writing at the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.

PROJECT PERIOD

Funds will be available to local programs for 5 years (July 1, 2004-June 30, 2009) through a contractual agreement. Fiscal and progress reports will be required during the project period. Federal and state regulations, non-regulatory guidance, and laws pertaining to operations of this project will be in effect and govern the use of these funds.

- Award amount: Minimum grant awards will be \$50,000 per school
Maximum grant awards will be:
 - \$150,000 per school
 - \$600,000 per application
- A match will not be required

APPLICATION CONTENT: (218 total points for new applicants; 222 total point for past and current Federal 21st CCLC grantees.)

- **Required Forms: Site Information,** Assurances and Agreements, Collaborative Signatories, Funding Requirements, and Budget Forms.
- **Budget Narrative:** explanation and justification for the allocation of funds in the budget and the requested amount. **(16 points)**
- **Abstract:** (not scored)
- **General cross-cutting criteria (16 points)**
- **System capacity summary:** the capacity of the project to meet timelines, implement and administer the program successfully, and provide necessary technology support. **(16 points - new applicants; 20 points-past and current Federal 21st CCLC grantees)**
- **Narrative Text:**
 - **Education and enrichment** activities designed to enhance the academic, social, emotional, and behavioral development of program participants. **(64 points)**
 - **Collaboration and partnerships** that propose effective use of public/private resources and describe plans for ongoing partnerships with parents and students and among multiple organizations to sustain the program. **(48 points)**
 - **Program administration** that describes project planning, organization, staff development, participant recruitment, plans for sustainability, and fiscal management. **(32 points)**
 - **Monitoring, evaluation , and program accountability to assist** in meeting the purpose of the 21st CCLC program. **(16 points)**
 - **Competitive priority** by serving students that attend schools designated in need of improvement under Title I (Section 1116), and/or the application is submitted jointly by the school district and one or more community partners. **(10 points)**
- **Memoranda of Understanding:** (not scored)
- **Attachments:** (optional and not scored)

SELECTION

A peer review will be conducted of all qualifying applications. Before the review, applications from agencies and organizations other than local education agencies will be screened for capacity to administer the program. 21st CCLC federal program grantees that have completed their grant period or have grants that end this year, and are submitting an expansion application will be screened for evidence of achievement of goals during previous grant years in order to be considered for a competitive grant. Consideration will be given to an equitable geographic distribution of grant funds.

FURTHER INFORMATION:

Grant-Writing Workshops:

A series of grant writing workshops will provide technical assistance on the development of grant applications for school, community-based, faith-based, non-profit, and private organizations preparing competitive applications for 21st CCLC funds.

Grant Writing Workshops: Facilitated by Ron Mirr (rmirr@mchsi.com). Register with him by email or by calling 319-354-5606.

All sessions will be 9:00 am – 3:00 PM

April 12 Grant Writers Workshop
Loess Hills AEA 13 Halverson Center
24997 Highway 92
Council Bluffs, IA

April 16 Grant Writers Workshop
Grant Wood AEA 10
Rooms A & B
Coralville, IA

April 30 Grant Writers Workshop
Heartland AEA 11
Woodside Conference A & B
6900 NE 14th Street, Ste. 26
Ankeny, IA

21st CCLC Program Orientation (Post Awards)

This session will provide technical assistance on proven practices and lessons learned for recipients of awards.

Informative Websites

Web sites that may be of assistance in developing the application include: www.state.ia.us/educate/, www.ncrel.org/after-school, www.afterschoolalliance.org, www.nccenet.org/Grantees/index.cfm, www.icyd.org, www.ncea.com, www.state.ia.us/educate/ecese/cfcs/sdfsc/, www.state.ia.us/educate/ecese/cfcs/sl, and www.state.ia.us/educate/ecese/cfcs/success4/.

Table of Contents

I. 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM OVERVIEW

A.	Background-----	3
B.	Changes-----	3
C.	Purpose-----	5
D.	Definition of Key Terms and Concepts Associated with 21 st CCLC Programs -----	7

II. GENERAL GRANT INFORMATION

A.	Critical Dates for the Request for Application Process-----	15
B.	General Provisions that Pertain to All Applicants -----	15
	• Who May Apply -----	15
	• Prioritized Eligibility for Funding-----	16
C.	Funding -----	16
	• Grant Funding -----	16
	• Minimum and Maximum Grant Awards -----	17
	• Funding Flexibility -----	17
	• Grant Budget Restrictions -----	18
D.	Terms of the Grant -----	19
	• Program Components -----	19
	• Site Eligibility-----	21
	• Partnerships -----	21
	• Scope of Operation -----	22
	• Award Duration-----	22
	• Program Attendance Requirements -----	23
	• Sustainability Plan-----	23
	• Staffing Requirements -----	23
	• Reporting Requirements -----	24
	• Monitoring, Evaluation, and Accountability Requirements-----	24
E.	Application Review and Grant Award Process-----	25
	• Screening Process -----	25
	• Criteria and Scoring System -----	26
	• Determination of Award Amounts -----	27
	• Award Notification-----	27
	• Appeal Process-----	27

III. HOW TO APPLY FOR FUNDING

A.	Guidelines for the Application-----	31
	• Due Date-----	31
	• Application Package Checklist-----	31
	• Overview of Mandatory Grant Content and Scoring Criteria-----	32
	• Intent to Apply-----	39
	• Application Preparation and Submission-----	39

B.	Budget Preparation and the Budget Narrative -----	40
•	Grant Budget-----	40
•	Budget Narrative for the Grant-----	40
C.	Narrative Text Writing Instructions-----	41
D.	Scoring-----	49
•	Checklist of Mandated Components-----	51
•	Score Sheet-----	52
•	Scoring Rubric-----	53

IV. Appendixes

A.	Common Elements of After-school Programs-----	59
B.	Application Forms-----	63
•	Cover Page -----	65
•	Site Information (A)-----	66
•	Assurances & Agreements (B)-----	67
•	Collaborative Signatures (C)-----	69
•	Budget Related Forms (D1, D, D3) -----	71
C.	Help Section: Technical Assistance Resources-----	77
•	Organizational and Internet Resources on After School Programming --	77
•	Selected Published Research Articles on After School -----	85
•	Current 21 st CCLC Federal Grantees -----	87
D.	Contractual Terms -----	89

**I. 21st Century Community Learning
Centers
Program Overview**

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM - OVERVIEW

A. BACKGROUND

The 21st Century Community Learning Centers (21st CCLC) program received its first appropriation of \$1 million at its inception in 1996. Since then, more than \$1.5 billion in 21st CCLC funding has been committed to provide grants to public schools or consortia of schools to enable them – with the assistance of community partners – to establish community education centers to keep children safe in the after school hours and provide academic enrichment, homework centers and tutors, and a range of cultural, developmental and recreational opportunities. Funding for current (FY 2002) 21st CCLC federal programs in Iowa totals \$16 million.

The *No Child Left Behind Act of 2001 (NCLB)*, signed into law on January 8, 2002, by President Bush, transfers to states administration of an excellent opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The passage of the *No Child Left Behind Act of 2001* amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility, and to stress the adoption of practices based on scientifically-based research. To that end, this newly released 21st Century Community Learning Centers program is substantially different from its federally administered predecessor.

B. CHANGES

The *No Child Left Behind Act of 2001* made several significant changes to the 21st CCLC program to ensure that the program focuses on helping children in schools serving high-poverty areas succeed academically through the use of scientifically-based practice and extended learning time. The following changes are reflected in transferring program administration from the Federal to the State level:

	21 st CCLC – Current Federally Managed Program	21 st CCLC – New State Managed Program
Program Administration	<ul style="list-style-type: none"> Program managed and funds distributed to local grantees by United States Department of Education. 	<ul style="list-style-type: none"> Formula funds distributed to <i>states</i> by the United States Department of Education. States, in turn, manage program and distribute funds to local grantees.
Type of Grant Program	<ul style="list-style-type: none"> Competitive Grant Program 	<ul style="list-style-type: none"> Competitive Grant Program
Eligible Entities	<ul style="list-style-type: none"> Only public school and local education agencies could apply Collaboration with community-based organizations was strongly encouraged. 	<ul style="list-style-type: none"> Allows public and private organizations to receive funds directly from the state. (See required, targeted population below.) Collaboration between schools and other public and private agencies is a competitive priority.

	21 st CCLC – Current Federally Managed Program	21 st CCLC – New State Managed Program
Target Populations	Inner city and rural school	Schools with a high concentration of poor students. <ul style="list-style-type: none"> • Absolute Priority: Students from schools designated as Title I schoolwide eligible (i.e., 40% of student population eligible for free or reduced-price lunch) • Competitive Priority for students in schools designated as in need of improvement under Title I. <i>and</i> for applications submitted jointly by school districts receiving Title I funds and community-based organizations or public or private organizations. • Families of children who are served in the program.
Grant Period	Limited the duration of the grant to three years	Iowa will offer a five-year grant period.
Programming Requirements	Grantees permitted to provide a broad array of services to children and community members.	<ul style="list-style-type: none"> • Requires grantees to meet the <i>Principles of Effectiveness</i> in identifying and implementing programs and activities that can directly enhance student learning. • Grantees required to offer academic enrichment activities to students in high poverty schools to help them meet district standards in the content areas, such as reading, math, and science. • Applicants must also provide services to the families of children who are served in the program.
Program Accountability	Grantees submitted Annual Performance Reports for accountability and evaluation of program performance to improve programs. The reports include information on the grant as a whole (goals, objectives, lessons learned, planned adjustment, community collaboration, and budget); center-level data (description of the program, program staff, student characteristics, participation rates, activities, links to school); and achievement data (successes and problems, grades, test scores, and teacher surveys).	Local grantees are required, through the <i>Principles of Effectiveness</i> , to develop <i>performance indicators</i> and <i>performance measures</i> that they can use to evaluate programs and activities. In addition, grantees must periodically evaluate their programs to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment and individual student achievement. Reports will be submitted to the State at least annually.
Program Location	Community learning centers must be located only in a public elementary or secondary school.	The new legislation provides support services for children and their families in elementary and secondary schools OR in any other location that it is at least as available and accessible as the school.
Use of Funds	No “supplement, not supplant” provision.	Grantees must use program funds to supplement, not supplant, other federal, state, and local funds or existing after school programs. Therefore, newly acquired 21 st CCLC funds cannot be used to support existing programs and services. Instead they must be used for new populations or new or expanded programs and services.

Under NCLB grantees are required to meet the *Principles of Effectiveness* in identifying and implementing programs and activities that are used directly with students to enhance student learning. These Principles guide applicants to identify programs that have been selected based on:

Principle 1: an assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;

Principle 2: an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities; and

Principle 3: if appropriate, scientifically based research that provides evidence that the program or activity will help students meet local academic achievement standards.

Under the new program, grantees are required to provide opportunities for academic enrichment, as well as a broad array of additional services, to reinforce and complement the academic program. These academic and enrichment activities are expected to help students who attend schools in need of improvement to meet district standards in the content areas, such as reading, math, and science. In addition, the grantees must assess the need for family literacy services among families of prospective 21st CCLC students. Programs may either refer to and coordinate with existing services or provide family literacy services where existing resources (e.g., funding for Title III federal programs, adult education, community college, and Even Start) are not available and/or sufficient to serve these families.

The new 21st CCLC program offers a five-year grant award and expanded eligibility. Entities now eligible to receive Iowa's grant funds include local educational agencies (LEAs), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more such agencies, organizations or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g., cities, counties, parks and recreation departments), community organizations, and the private sector.

C. PURPOSE

The overarching goal of the Iowa 21st CCLC program is to establish or expand community learning centers that during non-school hours provide students who attend schools eligible for Title I schoolwide programs (i.e., 40% of students are eligible to receive free and reduced lunch) with academic enrichment opportunities and supportive services necessary to help them achieve academically and develop socially, emotionally, physically, and behaviorally. As specified in federal law, the express purpose is to provide opportunities for communities to establish or expand activities that focus on the following three areas. 1) improved academic achievement, 2) enrichment services that reinforce and complement the academic program, and 3) family literacy and related educational development services. Each of these three is further described on pages 19-21.

In Iowa, the 21st CCLC program has the potential to make a significant contribution to the following "Results for Iowa Youth" in the positive development of all the state's children and youth:

- 1) All Iowa children and youth are healthy and socially competent.
- 2) All Iowa children and youth succeed in school.
- 3) All Iowa children and youth are prepared for productive adulthood.
- 4) All Iowa children and youth have the benefit of safe and supportive families, schools, and communities.

Those who are developing programs and services should keep these results at the forefront of their design work and should align their program performance evaluations with them.

In addition to the desired results that focus the work, the Common Elements listed below represent nationally recognized standards on which quality after-school programs are based. While programs should be oriented toward achievement of the four (4) result areas, the principles of quality programs should undergird all program design. (For qualifiers for each of the common elements, see Appendix B.)

- The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities.
- Goal setting and strong management
- Planning for long-term sustainability
- Quality after-school staffing
- Attention to safety, health, and nutrition issues
- Effective partnerships
- Strong involvement of families
- Extended learning opportunities
- Linkages between school-day and after-school personnel
- Evaluation of program progress and effectiveness

Finally, funds from the state administered 21st Century Community Learning Centers program, as directed by provisions of the *No Child Left Behind Act, 2001*, are intended for use with students who attend schools with a high concentration of poverty. To that end, Iowa has established as an absolute priority that the target population for this state will be students from schools designated as Title I schoolwide eligible (i.e., 40% of student population eligible for free or reduced-price lunch). In addition, applicant agencies that serve students in schools designated as in need of improvement under Title I ***and/or*** are doing so jointly as a collaboration between the school building(s) receiving Title I funds and other community-based organizations or public or private organizations will receive competitive priority in this application process.

D. DEFINITIONS OF KEY TERMS AND CONCEPTS ASSOCIATED WITH 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAMS

The following key concepts, values, and terms associated with 21st CCLC are referenced throughout this document. They are defined below to provide clarification and establish a common understanding.

Advisory Council: Each Applicant Agency is required to convene an Advisory Council that is actively engaged in the development and implementation of the after-school program(s) involved in the application. Council membership should include, but is not limited to: parents, educators, citizen members, members of civic/service organizations (e.g., Chamber of Commerce, Kiwanis, Lions, Jr. League), members of the business community, State and local government representatives (e.g., Parks and Recreation, city council, mayor's office), and others with relevant and demonstrated expertise (such as, medical, mental health, and law enforcement professionals). An existing committee may serve this purpose (e.g., School Improvement Advisory Committee, Title I Committee, Safe and Drug-Free Advisory Committee, Community Education Advisory Council, ecumenical council, community planning committee) as long as it has representation from the applicant agency and its partners.

Applicant Agency: The agency/organization that assumes fiduciary responsibility and oversight for the 21st CCLC project.

Collaboration

Eligible organizations are required to collaborate in their application for 21st CCLC funds. Collaboration is the means by which people who care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21st CCLC benefit from the collective resources and expertise throughout the community.

Experience & Practice: Collaboration

Effective collaboration means working together in a group so that the group is better able to achieve a shared vision that none of its component members could achieve alone. Evidence of good collaboration includes:

- Commitment to common goals
- Making and carrying out decisions
- Sustaining relationships
- Sharing ownership and accountability for results

If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

Community-Based Organization (CBO)

Under the federal legislation, "community-based organization" (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

- is representative of the community or significant segments of the community, and
- provides educational or related services to individuals in the community.

Community Learning Center:

A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, or during holidays or summer recess). According to section 4201(b)(1) of the program statute, a community learning center assists students in meeting academic achievement standards in subjects, such as reading, mathematics, and science by providing the students with opportunities for academic enrichment. Centers also provide students with a broad array of other activities – such as drug and violence prevention, counseling, art, music, recreation, technology, service learning, and character education programs – during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs.

Eligible Entities

The term “eligible entity” means a local educational agency (LEA) designated as eligible for Title I schoolwide programs (i.e., 40% or more of the student body is eligible for free or reduced-price lunch), cities, counties, community-based organizations (CBOs), faith-based organizations (FBOs), non-profit organizations (NPOs), or a consortium of two or more of such agencies, organizations, or entities. Local Educational Agency is defined on page 9.

All entities applying for the 21st CCLC grant funds are expected to collaborate with LEAs. Organizations must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

Evaluation

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation plan requires that performance measures (defined on pages 9-10) are identified so that achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including, but not limited to, surveys, face-to-face or phone interviews, review of records (attendance, tests, grades, report cards), and review of activity portfolios. The results, achieved by the local 21st CCLC and documented with evaluation, strengthen the community’s commitment to sustain their collaborative efforts beyond the initial grant funding. Specific requirements for the local and statewide evaluations are provided in Section II D of the RFA under Terms of the Grant, beginning on page 24.

Experience & Practice: Evaluation

Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluation results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools, and districts is an ongoing process that is critical to securing sustainability funding.

Family Members

Community learning centers that identify the need and do not have access to existing services for referral or coordination must provide services to the adult family members of students participating in the 21st CCLC. Any adult with an ongoing role in raising a child, who is receiving services from a 21st CCLC, is considered an adult family member eligible for family literacy services if the

services are provided and funded through an Iowa 21st CCLC grant. However, these funds may not be used to provide services to adult community members at large.

Integrating the Expanded Day Program with the Regular School Day

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Experience & Practice: Program Integration

Integrating K-12 and after school programming requires planning and persistence. Communicating with regular school day staff can be challenging if they leave campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school day staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework.

Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results. Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved tests and language development skills.

Local Educational Agencies (LEAs)

Local educational agencies or LEAs are school districts with schools that qualify as eligible entities for the Iowa 21st CCLC grant. Each 21st CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

Outcomes

The extent of change in targeted attitudes, values, behaviors, or conditions between baseline measurement and subsequent points of measurement. Depending on the nature of the intervention and the theory of change guiding it, changes can be immediate, intermediate, final or longer term outcomes.

Performance Indicators

Those measures selected by the applicant agency that will be used to gauge the progress of the target population (student participants in the after-school program) toward the programs goals and that will be expressed in the form of student outcomes.

Performance Measures

Performance measures are data that indicates how well the 21st CCLC program operates with its service population of students. Examples of performance measures that reflect student outcomes

include improved academic achievement outcomes and improved attendance of youth participating in the after-school program or high school graduation rates for program participants.

Positive Youth Development

Positive youth development refers to a philosophy and approach to working with young people that recognizes that: (1) multiple domains of young people's development—cognitive, social, emotional, physical, civic, service, and moral—are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development. In the context of the 21st Century Community Learning Centers Program, the concept is demonstrated by providing young people with the opportunity to participate in the design, delivery, and evaluation of a program. This effectively creates an environment that supports youth in meeting their personal needs and building the skills necessary to function successfully in their daily lives.

Principles of Effectiveness

The 21st CCLC program puts forth sound principles of effectiveness to guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21st CCLC programs must indicate how each program activity satisfies the Principles of Effectiveness described in the law. According to statute, programs must be based upon:

- an assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities;
- an established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- where appropriate, scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services where such research has been conducted and is available.

Program Components

21st Century Community Learning Centers are required to provide the following programmatic components, as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*.

- 1) Academic assistance component
- 2) Educational enrichment component
- 3) Family literacy component – i.e., assessment of need for family literacy services among adult family members of students being served by the 21st Century Community Learning Centers

Experience & Practice

After school programs are not intended to extend the direct instruction of the classroom day staff by using “right answer” materials and textbooks. However, parents, regular school staff, and many funders want and need to know that academic support is taking place. All after school programs can support the academic development of participants by maximizing a variety of “teachable” moments to promote cognitive development in the course of any engaging activities in the after school schedule – from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle school, the best academic support is “disguised” teaching – teaching that is unrecognizable to the participant. It is important for staff members to understand and be able to express what they do supports academic achievement.

Results

Conditions of well-being for whole populations (e.g., all students in the state, all students in the community, all students in the school) stated in terms that everyone can understand. For example, “All Iowa children and youth succeed in school.”

Program Site

The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school. The program site selected must be safe and accessible, and may be either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Scientifically-based Research

It is appropriate for community learning centers to employ strategies based on scientific research when providing services in academic areas such as reading and mathematics. Scientifically-based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

1. Employs systematic, empirical methods that draw on observation and experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
4. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
5. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
6. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

II. General Grant Information

II. GENERAL GRANT INFORMATION

A. CRITICAL DATES FOR THE REQUEST FOR APPLICATION PROCESS

March 12, 2004	Request for Application available on the Iowa Department of Education's 21 st CCLC web site and informational letter issued.
April 12, 16, 30, 2004	Grant Writers' Workshops, 9:00 am 4:00 P.M. For locations, see summary sheet at the beginning of this document. To register, notify Ron Mirr at the following e-mail address: rmirr@mchsi.com .
April 20, 2004	Letters of Intent to Apply received by, or delivered to, the Iowa Department of Education by 4:30 P.M. CDT on Tuesday April 20, 2004. E-mailed letters are permitted. <i>(Hours 8:00 a.m. – 4:30 p.m. Monday-Friday)</i>
May 20, 2004	<i>Applications must be received by, or delivered to, the Iowa Department of Education by 4:30 P.M. CDT on Thursday, May 20, 2004. (Hours 8:00 a.m. – 4:30 p.m. Monday-Friday)</i>
June 18, 2004	Grant Awards announced.
July 1, 2004	Program implementation may begin.
October 1, 2004	Funds begin to flow to grant recipients.

B. GENERAL PROVISIONS OF THE 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

Who May Apply

Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21st CCLC program funding. Please note that a school may participate in only one 21st CCLC application for funding.

Past and current Federal 21st CCLC grantees (administered and funded under the Federal 21st CCLC program) are eligible to apply for 21st CCLC grant funds for the following purposes:

- to expand to new schools/sites that have not been previously funded, or
- to add new program elements not previously offered by the existing program.

These applications will be screened for capacity to administer the program on a pass/fail basis as demonstrated by:

- 1) achievement of goals set during previous years;

- 2) evidence of that achievement; and
- 3) levels of student attendance in the program for the 2001-02 school year (for current Federal grantees).

Prioritized Eligibility for Funding

Approximately \$3.4 million has currently been allocated to Iowa for 21st CCLC grants to programs serving elementary, middle an/or high school students. Grantees awarded a 21st CCLC grant will receive a five-year grant in annual installments. Each year's annual installment of funds is contingent on the availability of federal funds and receipt by the Iowa Department of Education of the state's annual allocation of 21st CCLC program funds.

Absolute Priority: Consistent with federal legislation, the Iowa Department of Education will restrict grant awards to those applications that propose to serve primarily students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free or reduced price lunch).

Competitive priority will be given to applications that

- 1) propose to serve children and youth in schools designated in need of improvement under Title I (Section 1116) *and/or*
- 2) are jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria.

For clarification, Title I schoolwide eligible programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost lunch through the National School Lunch Program under the United States Department of Agriculture. To satisfy this requirement, more than 80 percent of the schools in each application must meet the free or reduced-cost meals criteria, and the non-qualifying schools must be located within the same community. Please visit <http://www.state.ia.us/educate/ecese/cfcs/21stcclc/index.html> to verify that the school(s) to be served meet these qualifications.

C. FUNDING

1. Grant Funding

21st Century Community Learning Center grant funds are awarded on a competitive basis for a five-year period, and are disbursed in one-year increments. Grants may be awarded to serve elementary, junior high/middle school, and/or high school students.

- Community learning centers may apply for funding based on student attendance to support:
 - an after school program during the regular school year only; or
 - a before and after school program during the regular school year, or
 - a program that is operated in the summer as an extension of one of the above school year options.
- The funding of a program will be awarded on a basis of
 - \$7.50 per day X number of students anticipated to participate in the program X number of days the program will operate in the after school hours, or

- \$10.00 per day X number of students anticipated to participate in the program X number of days the program will operate in both the before and after school hours, or
- number of days the program will operate on non-school days (Saturdays, holidays, summer) X number of students anticipated to participate in the program X \$7.50 for a three-hour program or \$10.00 for at least a four-hour program.
- Additional grant funding available **annually** includes:
 - a) **Evaluation:** *No less than 4% of each site's total budget should be reserved for state and local evaluation efforts*
 - b) **Professional Development:** *No less than 5% of each site's total budget must be reserved by the grantee for training, staff development, and technical assistance.*
 - c) **Access:** *Up to 8% of each site's total budget may be used to meet local needs for:*
 - transportation costs
 - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability, or
 - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources)
 - d) **Administrative Costs:** *Up to 8% of each sites total budget may be used for administrative costs. (Administrative costs include indirect costs.)*
- Allocation of funding over the five-year life of the grant
 - a) First year grant award of funding will be fully earned through at least 70 percent of the proposed average daily attendance of students.
 - b) Second year funding will be fully earned through at least 85 percent of the proposed average daily attendance of students.
 - c) Third year grant award must be earned through 100 percent average daily attendance of students.
 - d) Fourth year grant award will be reduced by 25 percent and must provide supports to 100 percent of the students served in year three.
 - e) Fifth year grant award will be reduced by 50 percent and must provide support to 100 percent of the students served in year three.

2. **Minimum and Maximum grant awards:**

The minimum grant awarded will be \$50,000 per program site per year. Maximum grant awards will be \$150,000 per school and \$600,000 per application.

3. **Funding Flexibility**

Grantees that are local educational agencies are permitted a certain amount of flexibility in their use of program funds, as follows:

- *Schoolwide Programs*
LEAs are permitted to consolidate and use funds under Part A of Title I together with 21st CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21st CCLC award.
- *Rural Education Initiatives*

LEAs eligible for the Rural Education Achievement Program (REAP) may use their “applicable funding” [funds received under the Improving Teacher Quality State Grants (Title II, Part A), Educational Technology Formula Grants (Title II, Part D), State Grants for Innovative Programs (Title V, Part A), and Safe and Drug-Free Schools and Communities (Title IV, Part A)], to carry out activities authorized under the Iowa 21st Century Community Learning Centers Program.

4. Grant Budget Restrictions

The following grant budget restrictions apply.

- The Iowa Department of Education will require attendance reporting for each site receiving 21st CCLC funds.
- The 21st Century Community Learning Centers Program is intended to serve as a supplementary program that can enhance an LEA’s reform efforts to improve student academic achievement. The Iowa Department of Education strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, State and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21st CCLC grants to drive away or compete with other programs.

Experience & Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for “After-school Snacks,” and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. In no case, however, may 21st CCLC funds be used to supplant other federal activities.

- An organization participating in the 21st CCLC program receiving funding for an after school or before and after school program may expend *up to* 8% percent of annual funding on administrative costs. Indirect costs are included in administrative costs.
- LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the

grant application and use that school district's indirect rate. Indirect costs are included in administrative costs.

- For applications requesting the funding of multiple sites, funds calculated for administrative/indirect costs for each individual site may be combined for the purposes of overall site administration, e.g., one project coordinator for multiple sites.
- An organization that receives a 21st CCLC grant may use the 21st CCLC funds for allowable costs only during the grant award period.
- Under the 21st CCLC program, grantees may carry over unobligated 21st CCLC funds, provided that each participating program site named in the application is making substantial progress in implementing its 21st CCLC program. The Iowa Department of Education will conduct an annual review to determine whether sufficient progress is being made. If the Iowa Department of Education determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant funds for the subsequent grant year, then the Iowa Department of Education may redistribute any unobligated funds to other participating LEAs.
- Unexpended grant funds may not be carried forward in subsequent fiscal years.
- The Iowa Department of Education discourages applicants from proposing to charge fees although community learning center programs and services funded through 21st CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application.
- 21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21st CCLC grant funds to pay for existing levels of service funded through any source.

D. TERMS OF THE GRANT

1. Program Components

All grantees are required to provide an a) Academic Assistance component and b) an Educational Enrichment component. In addition, applicants must address the needs of family members of students participating 21st CCLC through a c) Family Literacy component.

a. Academic Assistance Component

The academic assistance component must incorporate a broad array of activities that are designed to help students, particularly students who attend low-performing schools, to meet district academic achievement standards in academic subjects, such as reading, mathematics, and science. Examples of such activities and programs include, but are not limited to, the following:

- Remedial education activities and academic enrichment programs, including providing additional assistance to students to allow them to improve their levels of academic achievement;
- Reading and language arts activities;
- Mathematics and science education activities;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs

- Programs that emphasize language skills and academic achievement for limited English proficient students;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Entrepreneurial education programs;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement.

b. *Educational Enrichment Component*

The educational enrichment component must offer an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students. Examples of such activities include, but are not limited to, the following:

- Positive youth development activities;
- Arts and music education activities;
- Recreational activities;
- Technology education;
- Drug and violence prevention programs;
- Character education and counseling programs;
- Service learning and civics;
- Other learning support opportunities such as mentoring, and coordinated school health.
- Programs that directly address the needs of or accommodate for students with disabilities.

Experience & Practice

Academic enrichment can include tutoring in core academic subjects, and provide extra learning opportunities that provide students with ways to practice their academic skills through engaging, hands-on activities. Such activities might include: chess clubs, to foster critical thinking skills, persistence and other positive work habits; theatre programs, to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs, to encourage reading and writing for pleasure; cooking programs, to foster application of reading, writing, math and science skills; poetry contests and slams, to encourage reading, writing and speaking; woodworking programs, to encourage planning, measurement, estimation and other calculation skills; and computer clubs, including newspaper publishing, to promote writing, editing and knowledge of and comfort with technology.

c. *Family Literacy Services Component*

Applicants must assess the need for literacy services among the adult family members of the students who are expected to participate in the 21st CCLC program. Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) age-appropriate education to prepare children for success in school and life experience. Item (4) is expected to be satisfied through the after school or before and after school components of the 21st CCLC program. Examples of family literacy services that may be funded using 21st CLCC funds include, but are not limited to, the following:

- Reading and literacy classes that support and strengthen reading, writing, speaking, and listening skills;
- Adult education classes;

- GED completion classes;
- English language literacy classes;
- Employment and interview support classes; and
- Expanded library service hours.

2. Site Eligibility

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available and accessible as the school site. (Elementary schools and secondary schools are defined as any non-profit institutional day or residential school.) Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

- the applicant, school district, and school site are in agreement about the program site;
- if an off-campus program site is proposed, the program location will be at least as available and accessible as it would be if it were located at the school site;
- there is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- safe transportation between the school and the alternate site will be provided.

Applicants providing programs at locations other than school sites may be required to secure a license. The Iowa Department of Human Services (DHS) has responsibility for licensing child care facilities under authority of the Iowa Administrative Code, Chapter 109. Local applicants are encouraged to contact their local DHS office for further clarification and assistance in this area. Additional general information about providing programs at locations other than school sites can be obtained by visiting the Department of Human Services website at:

<http://www.dhs.state.ia.us/> for more information.

3. Partnerships

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community.

21st CCLC grant applicants must provide a description of the partnership between a local educational agency, a community-based organization (CBO), and, if appropriate, other public or private organizations. If the local applicant is another public or private organization, the applicant must provide an assurance that its program was developed and will be carried out in active collaboration with the schools that the students attend. Demonstration of such partnerships is a competitive priority for this application.

Experience & Practice

Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, community learning centers that partner with a county hospital, the local church, and a printing company in the community might more easily offer health care information, have church volunteers serving snacks for the program, and promote the program with free copying services.

4. Scope of Operation

Iowa will require 21st Century Community Learning Center *after school programs*

- to operate at least three hours per day, beginning when school dismisses, and
- five days per week during the typical school year, and
- to offer a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

Iowa will require that 21st Century Community Learning Centers proposing to provide *both an after school and a before school program*

- to operate the before school program at least one hour per day ending just before school begins, and
- five days a week during the typical school year, and
- to offer a daily, nutritious breakfast that meets the requirements of the USDA School Breakfast Program.

Iowa 21st Century Community Learning Center Program programs that operate on *Saturday or during the summer* will be required to

- operate for at least three hours per day, and
- offer a daily nutritious breakfast and/or snack that meets the USDA requirements.

Experience & Practice

Research suggests that more time spent in engaged and sustained learning activities yields greater benefits. The majority of community learning centers funded directly by the U.S. Department of Education are open at least 15 hours per week. To ensure that children have ample extended learning time, the U.S. Department of Education believes that, based on their analyses of 21st CCLC and other after-school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

5. Award Duration

Iowa will offer a five-year grant period. The funding level in year four will be 75 percent of the original grant award to continue the original level of service to the original number of students; year five grant award will be further reduced to 50 percent, again to continue original services to the original number of students.

In year four, the grantee will be required to demonstrate the maintenance of both attendance levels and quality of program to qualify for the fifth year of funding.

Following the five-year grant award period, application may be made by former Iowa- (not federally-) awarded 21st CCLC grantees that have satisfied programmatic and fiscal requirements issued by the Iowa Department of Education to continue funding for a new grant cycle at the 50 percent funding level.

6. Program Attendance Requirements

Each program's local collaborative partners will determine required attendance patterns for the programs operated after school, before and after school, and/or other non-school hours. Based on experience and research, the Iowa Department of Education recommends that programs require elementary student attendance every day and middle school attendance at least three days per week of the five-day program.

Experience & Practice

An in-depth analysis of state and local evaluations of the California After School Learning and Safe Neighborhoods Partnerships Program (ASLSNPP) in both 1999-2000 and 2000-2001 demonstrated that the largest gains in attendance and achievement are typically among those elementary and middle school students who participated at the highest level, referred to as "higher dosage" participants.

There was, in addition, a statistically significant association between the number of months students participated in the program-- dosage -- and decreases in the number of days absent. For example, in the Lindsay Unified School District, somewhat larger gains were experienced among higher dosage students who participated in the ASLSNPP for 120 days or more. Similarly, in the Vacaville Unified School District, higher dosage participants outscored the rest of the school in Reading and Math in all but one grade level.

7. Sustainability Plan

Grantees will not be required to provide a budget match, and applicants are discouraged from proposing to charge fees. However, all applicants are expected to identify and engage collaborative partners who can contribute to developing a vision and planning for financial capacity to support, and eventually sustain, the community learning center after the five-year grant funding ceases. Applicants are required to provide a preliminary sustainability plan in their Text Narrative documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution.

8. Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21st CCLC program to have specific qualifications. However, if the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following:

- 2 years of higher education;
- An Associates degree; or

- Pass a formal assessment.

Paraprofessionals who were hired before January 8, 2002, must meet the above requirements by January 8, 2006. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21st CCLC program uses senior volunteers, they must be appropriately qualified to serve as volunteers, and grantees will be required to describe the minimum qualifications in the grant application.

Experience & Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district;
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors;
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

9. Reporting Requirements

Applicants who are awarded 21st CCLC grants are required to provide annual fiscal and evaluation reports to the Iowa Department of Education. Grantees will receive a supplemental budget packet that details fiscal and attendance reporting requirements with the grant award package. In addition, all grantees will be required to participate and provide data and other information to the US Department of Education offices.

10. Monitoring, Evaluation and Program Accountability Requirements

All 21st CCLC grantees will be responsible for fulfilling the two monitoring and evaluation requirements:

a) Ongoing Monitoring and Program Refinement

Regularly, participating organizations should collect data that can help them analyze and refine their programs based on the impact of the activities.

b) Long-Term Evaluation

Plan and conduct a comprehensive, rigorous local evaluation of program effectiveness.

Grantees will be expected to use the evaluation results to refine, improve, and strengthen the program, as well as to make the evaluation results available to the public, upon request.

- Student achievement data from the ITBS/ITEDS, and, if appropriate other district-wide assessments.
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).

- Student level data on discipline referrals, suspensions, and school safety.
- School and program level data from parent, teacher, and student surveys.
- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

Experience & Practice

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, developed by the Harvard Family Research Project and The Finance Project, is a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures. www.hfrp.org or www.financeproject.org

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator. www.ncrel.org/after

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management Guide for 21st Century Community Learning Centers* to address the need for on-going self-assessment and self-evaluation of 21st CCLC Programs. To download the Continuous Improvement Management Guide, go to www.ed.gov/offices/OUS/PES/21cent/cim226.pdf

E. APPLICATION REVIEW AND GRANT AWARD PROCESS

The Iowa Department of Education will select applications for funding, based on the recommendations of the 21st Century Community Learning Center Program grant application reviewers.

Screening Process

All applicants will be screened for eligible sites that will primarily serve students who attend schools eligible for Title I schoolwide eligible programs and demonstrated fiduciary responsibility/sufficient fiscal resources. All applicants must complete Form D2, and demonstrate that they either possess or plan to secure sufficient fiscal resources. Iowa Department of Education strongly recommends that applicant agencies possess sufficient resources to start up and operate the program for a period of up to three months without any cash receipts from the State.

In addition, applicants will be screened for the capacity to administer the program, as follows:

- Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
 - Previous experience with grant funding at the city, county, state and/or federal level;
 - Evidence of a clear and documented plan of communication and linkage with the school district and school site.
- 21st CCLC grantees (administered under the Federal 21st CCLC program) whose programs have ceased operation will be screened for capacity to administer the program as demonstrated by clear evidence that the goals set in the previous 21st Century Community Learning Centers grant have been achieved.
- Currently funded 21st CCLC grantees (administered under the Federal 21st CCLC program) will be screened for capacity to administer the program as demonstrated by:
 - Evidence of achievement of the goals set in the current program;
 - Levels of student attendance in the program in the 2001-2002 year.

Finally, all proposals will be screened for compliance with the RFA. The readers will disregard excess narrative and/or attachments. See “How to Apply for Funding” for specific format instruction. The Iowa Department of Education reserves the right to disqualify applications that do not:

- Include all required sections of the proposal;
- Include the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different); or
- Comply with the requirement that proposals be received at the Department by May 20, 2004.

Once the application has passed the screening stage, the quality features of the application will be the foremost criteria for selection.

Criteria and Scoring System

The initial ranking of applications will be conducted by representatives from stakeholder groups, including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, faith based organizations, and Iowa Department of Education staff. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21st Century Community Learning Centers Readers' Conference.

Applications will be reviewed using the scoring criteria on pages 32-38. The key concepts of the 21st CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out four categories of points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the sections are totaled. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard. Awards will be made to applicants who receive the highest scores until all available funds are allocated.

Determination of Award Amounts

Approximately \$1.5 million in new federal funding is available for 2004 in Iowa's 21st Century Community Learning Centers program to provide funding for local programs serving elementary, middle, and/or high school students.

Successful grant applications will be funded at the level requested if the program application is justified and the budget submission is realistic and well supported. However, the Iowa Department of Education reserves the right to fund applications at a lesser amount if the application can be implemented with less funding. Furthermore, if funding is not sufficient to fully fund all applications that merit award, the Iowa Department of Education reserves the right to fund applications at a lesser amount.

Award Notification

Notification of awards will be made in writing to applicants on or before June 18, 2004, and posted on the Iowa Department of Education's 21st CCLC web site at <http://www.state.ia.us/educate/>

Appeal Process

Any applicant for Iowa 21st CCLC funds may appeal the denial of a properly submitted competitive program request for applications or the unilateral termination of a competitive program request for applications to the Director of the Department of Education. Appeals must be submitted in writing and received within ten working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Please refer to 281 IAC r. 7.5, the legal authority for this process.

III. How to Apply for Funding

III. HOW TO APPLY FOR FUNDING

A. GUIDELINES FOR THE APPLICATION

1. DUE DATE

Applications must be received at the Iowa Department of Education, on or before 4:30 p.m. (CDT), May 20, 2004.

2. APPLICATION PACKAGE CHECKLIST FOR YOUR USE: *ITEMS MUST BE SUBMITTED IN THE FOLLOWING ORDER.*

Grant Materials (Required of all Applicants):

- ☐ ☐ Cover Page
- ☐ ☐ Table of Contents (1 page)
- ☐ ☐ Site Information (Form A)
- ☐ Assurance and Agreements (Form B)

Authorized signature required.*

- ☐ ☐ Collaborative Signatures (Form C)

Actual signatures of collaborative partners required

- ☐ 21st CCLC Grant Application Budget (Forms D1, D2, D3)
- ☐ Budget Narrative (3-page maximum)
- ☐ ☐ Abstract (2 page maximum)
- ☐ ☐ System Capacity Summary (5 page maximum)
- ☐ ☐ Narrative Text for Grant (25-page maximum)
- ☐ ☐ Memoranda of Understanding (no page limitation)
- ☐ ☐ Attachments (optional) (10-page maximum)

* Authorized signature = Original signature of LEA superintendent and/or community agency/organization official authorized to commit financial and staff resources.

3. OVERVIEW OF MANDATORY GRANT CONTENT & SCORING CRITERIA

Refer to Sections III B-E for information on the budget and grant narratives.

*A set of specific criteria will be used to evaluate applications for funding. Each selection criterion is listed as a bulleted item. Supporting guidance regarding how the criteria apply to this competition follows these items. The peer reviewers of your application will use these criteria to guide their reviews. **Only applications that meet the absolute priority by serving students who come from schools with Title I schoolwide eligible programs will be considered.** Applicants should keep the selection criteria clearly in mind as they develop their proposals and ensure that each of these criteria is addressed.*

a. **Cover Page, Signature Pages, Number of Copies and Assurances** (not scored)
MANDATORY

Criteria

- Include all information requested on these pages. The cover page should be the first visible sheet of paper in the application and is to be one page, one-sided in length. No other cover or page should precede it. No footer is required for the cover page.
- Five (5) copies (one original and four copies) must be submitted together by the due date.
- Signatures on the original application should be original ones. The other four (4) copies of the application may be reproduced, including signatures. No signature stamps are allowed.
- All items on the application forms provided in Appendix B must be completed and submitted with the grant application. No redesign of these forms is permitted.

Originally designed cover page, binders and notebooks are NOT acceptable.

b. **Table of Contents** (not scored)
MANDATORY

Criteria:

- Include a one-page table of contents.

c. **Forms** (not scored)
MANDATORY

Criteria:

- Site Information (Form A); Assurance and Agreements (Form B); and Collaborative Signatures (Form C) are complete, including authorized signatures where applicable.

d. **Budget** (Budget Forms D1, D2, D3) (not scored)
MANDATORY

Criteria:

- Total funding and funding allocations per site (Form D1) are identified.
- The “Applicant Agency’s Fiscal Resource Information” Form (Form D2) is complete.
- Planned expenditures appear to be “necessary and reasonable” (§ 80.22 Of EDGAR and OMB Circular A-87 - Cost Principles).

- Funding allocations comply with guidelines for percentage allowable per category (e.g., program costs, reserves for evaluation and professional development, administrative costs, etc.).
- The budget projects a five-year plan – one plan per site (Form D3).

d. **Budget Narrative** (16 Points)
MANDATORY

The Budget Narrative must be no longer than three single-sided pages, single-spaced with one-inch margins top, bottom, and sides. Font size must be a minimum of 12 point.

Criteria:

- The extent to which the narrative describes the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures.
- The extent to which the major cost items relate to/are aligned with the proposed activities.
- The extent to which costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- The extent to which the description provides assurance that this funding will supplement, rather than supplant, existing funding is included.
- The extent to which partners in the project will provide in-kind support or funding.

e. **Abstract** (not scored)
MANDATORY

The abstract must be no longer than two (2) single-sided pages, single-spaced with one-inch margins on top, bottom, and sides. Font size must be a minimum of 12 point.

Criteria:

- The abstract contains the title, the request for applications cycle dates (FY 2004-2009), and the identity of the applicant agency/organization.
- Expected measurable long-term student outcomes/ performance indicators for the project as a whole, as well as each of the three (3) components of the project (see page 10), are included.
- A program summary described the intention of the program and why the program designed will contribute to the desired outcomes.
- The abstract identified the participants being served.
- The needs being addressed, the project objectives, and the activities (improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy service) proposed to meet them are described.
- The partners of the project are identified and how they will be involved is described.

Note: The abstract will be used to communicate this proposal to various publics.

f. **Narrative Text**
MANDATORY

The narrative text must be limited to 25 single-sided pages, must be doubled-spaced, with one-inch margins top, bottom, and sides, and a minimum of 12 point.

Each page should contain the following footer:

21st CCLC

Page #

Applicant Agency

If the number of pages exceeds the maximum limit, the extra pages will not be read or scored.

1) **General, Cross-Cutting Elements** (16 points)
MANDATORY

- The extent to which the program is designed to contribute to the four (4) “Results for Iowa Youth.” (See page 5.)
- The extent to which the program is based on the ten (10) common elements of quality after-school program. (See page 6.)

2) **System Capacity Summary** (16-20 Points)

Criteria:

- Capacity to meet timelines. A description of the applicant’s ability to complete responsibilities including the ability to meet commitments and timelines is included.
- Evidence of previous success. The previous success of the applicant agency AND its partners in implementing similar programs, including the provision of educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students, is summarized. Previous and current 21st CCLC must include information on success in improving reading and math levels, and attainment of attendance goals. (Describe both grant management and programmatic experience.)
- Evidence of capacity to administer the program. The applicant agency provided information on previous experience with similar levels of funding, an annual audit report and documented plan of linkage among the school district and community partners.
- Evidence of technology capacity The applicant described the computer system (software) that will be used for administrative and fiscal management of the program and the proposed site’s technology support for student participants, including the ratio of computers dedicated to student use (i.e., proposed number of students per computer).
- Evidence of capacity to sustain the program (FOR FEDERAL 21ST CCLC GRANTEES ONLY. NOT REQUIRED OF NEW APPLICANTS). Past and current Federal grantees demonstrated that they will sustain the nationally funded program at current program, financial and attendance levels without this additional funding and achieved/are achieving the goals that they established for that program.

There are no minimum requirements for experience and length of time in programming of a similar kind.

3) **Education and Enrichment** (64 points)

Criteria:

- The extent to which the 21st CCLC program supports the school district's Comprehensive School Improvement Plan (CSIP).
- The extent to which there is demonstration that the program is based on an assessment of student and community needs.
- The extent to which goals, objectives, and student outcomes/indicators to be achieved are clearly aligned with each other and the proposed program activities and are measurable.
- The extent to which there is program alignment with the school day curriculum. There is evidence of a plan for ongoing communication between the project staff and the staff (e.g., teachers, principal, and support staff) from the school(s) the participant students regularly attend.
- The extent to which the proposal includes plans to implement effective, evidence-based, and varied activities (including those that accommodate students with disabilities) designed to:
 - improve student academic performance;
 - include enrichment programs and services that promote positive youth development;
 - deliver literacy and other educational services to participant family members.
- the extent to which there is a description of how the activities will meet the "*Principles of Effectiveness*," including performance indicators aimed at high quality academic enrichment based on scientifically-based research. (See page 10.)

Suggestions/Guidance for applicants: Begin by describing the way in which this project will address goals and objectives in the district's CSIP. Then identify specific goals and objectives for this project and elaborate on how these goals and objectives are linked to the needs of the students and desired outcomes for change in students' knowledge, skills, and/or attitudes.

Clearly describe the activities to be provided by the project. Show a direct link to how they will meet the goals and objectives. Activities should address the specific needs of program participants. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs, and how staff will collaborate with regular school day teachers to assure an ongoing assessment of a student's needs and reporting of any resulting progress. Merely asserting that the project will assist students in meeting or exceeding district standards in core academic areas does not provide the reviewers of the application with a full understanding of how this will occur. Further, clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results.

Finally, detail a plan for identifying staff training needs and providing training to meet those needs.

4) **Effective Collaboration and Partnerships** (48 points)

Criteria:

- The extent to which there is evidence of active involvement of project partners in a collaborative process among project partners that builds upon

existing collaborative relationships, connects existing program strategies, and will provide a unified system of service. (This criteria may be met through the Memoranda of Understanding.)

- The extent to which the proposed project has developed and plans for the ongoing maintenance of a partnership between a local educational agency, a community-based, faith-based, and non-profit organization, and another public or private organization to support implementation of the program.
- The extent to which existing federal, state and local programs will be combined or coordinated with the proposed project for the most effective use of public resources.
- The extent to which parents/families have been and will be actively engaged in the design and implementation of the program;
- The extent to which youth have been and will be involved in the design and implementation of the program;
- The extent to which the engagement of the Advisory Council in the design and implementation of the program is described in order to ensure that a diversity of perspectives are included in the design and operation of the project.

Suggestion/Guidance for applicants: Include letters of commitment or memoranda of understanding (see p. 38) that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of such evidence of commitment, with a clear demonstration of buy-in from senior administrators of the partnering organization(s), is more important than the quantity. Please show that resources and personnel have been carefully allocated for the tasks and activities described in your application. It is important to demonstrate how the project will leverage existing school and community resources, such as staff, computer labs, libraries, classrooms, recreational facilities, supplies, and volunteers to carry out your activities. Costs will be judged against the scope of the project and its anticipated benefits.

5) **Program Administration** (32 points)

Criteria:

- The extent to which the program and fiscal management plan, including oversight and monitoring, is designed to ensure that the objectives of the proposed project are achieved on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- The extent to which assurance has been provided that the program will take place in a safe facility easily accessible to students and their families (including those with disabilities).
- The extent to which the plan for transportation will ensure that participant students can travel safely from school to the program (if activities are offered off school site) and from the program to home.
- The extent to which the applicant has an adequate plan for disseminating information about the existence and availability of the program to the community in a manner that is understandable and accessible.
- The extent to which the applicant has a realistic and quality plan for recruitment of qualified staff (including those that must meet the requirements outlined on pages 23-24), training, professional development and retention strategies.

- The extent to which there are descriptions of how senior citizens and other volunteers will be used, if the applicant plans to do so.
- The extent to which the project partners have a plan for continuing and sustaining the program beyond the grant funding.

Suggestions/Guidance for applicants: Charts, timetables, and position descriptions for key staff are particularly helpful in describing the structure of the project and the procedures for managing it successfully.

6) **Monitoring, Evaluation, and Program Accountability** (16 Points)

Criteria:

- The extent to which the applicant demonstrates the capacity and plans to conduct a comprehensive, rigorous evaluation program at the local level, provide all requested program information and data to the state, and intends to do so in cooperation with the Iowa Department of Education.
- The extent to which the project intends to conduct ongoing monitoring of both program implementation and student-focused outcomes and to use the resulting data to refine, improve, and strengthen the program and individual student achievement.
- The extent to which the applicant's evaluation and monitoring activities align with the four (4) "Results for Iowa Youth," project's goals, indicators, and program activities.
- The extent to which the applicant intends to make the evaluation results public in a form and language that is easily understood.

Suggestions/Guidance for applicants: A strong evaluation plan that will shape the long-term development of the program should include program objectives, performance indicators/outcome measures to monitor progress toward specific objectives, and the impact on student learning and behavior. It should describe the evaluating design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor success and provide accountability information to stakeholders about the success of the project. It should address how the evaluation results will assist in sustaining the program at the conclusion of the grant.

7) **Competitive priority** (10 points, 5 points each)

Criteria:

Ten additional points will be added to the total score of applicants who provide documentation that

- a. the primary source of students attending the after school program will be from a Title I schools that have not met their Title I school improvement goals for the past two years i.e., is designated as a "school in need of improvement". (5 points)
- b. are jointly submitted by a local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. (5 points)

- g. **Memoranda of Understanding** (Scored only if used to meet the first criterion under “Collaboration and Partnerships,” beginning on page 35 and the last criterion under “Program Administration – Sustainability” found at the top of page 37.) The narrative must be no longer than one page per partner, single-spaced with one-inch margins on top, bottom, and sides. Font size must be a minimum of 12 point.
MANDATORY

Criteria:

Memoranda of Understanding (MOUs), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimated monetary value. The commitments of the LEA to the before and/or after school program may be documented in an MOU. A table of contents for the MOU section is helpful to the application reviewers.

All attachments and MOUs must be submitted with the application to be considered in the review process. The Iowa Department of Education cannot add items to the applications received, nor can the Iowa Department of Education remove items from the applications received. If any adjustment to the application is needed, you must replace the entire application with another, complete application prior to the due date.

- h. **Attachments** (Limit 10 pages, not scored)

OPTIONAL

Each application may be accompanied by attachments, limited to the following:

You may attach documents that support the narrative, not to exceed 10 pages. If documents are printed back-to-back, each side will be counted as one page. Attachments that are a continuation of the narrative will not be considered. Please identify each attachment (e.g., "Parent Letter," "Program Effectiveness Data," "Organization Chart") in the upper right-hand corner. A table of contents for the attachment section is helpful to the application reviewers.

4. INTENT TO APPLY

Potential Applicants should send an “Intent to Apply” notice to Tana Mullen by 4:30 PM (CST) on April 20, 2004. In this notice, please state the name of the business, organization, agency, or institution and that it will be submitting an application for 21st Century Community Learning Centers. This notice is not binding and by submitting an “Intent to Apply” a potential applicant may, at a later date prior to the deadline, decide not to apply.

From the date of issuance of this RFA until the announcement of the successful applicant, applicants may contact only Tana Mullen regarding this procurement. **All questions related to the interpretation of this RFA and the procurement process must be submitted in writing exclusively to:**

Tana Mullen
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

or by electronic mail at:
Tana.Mullen@ed.state.ia.us

or by facsimile at:
515-242-6019

Written responses to all questions received will be provided to all potential applicants. Oral questions will not be accepted. If an applicant or someone acting on an applicant’s behalf attempts to discuss this RFA orally or in writing with any members of the evaluation committee, or any employee or elected official of the State of Iowa, other than Tana Mullen, the Applicant may be disqualified.

Finally, a “Frequently Answered Questions” (FAQ) page will be maintained on the 21st CCLC webpage (<http://www.state.ia.us/educate/ecese/cfcs/21stcclc/index.html>) of the Iowa Department of Education.

5. APPLICATION PREPARATION AND SUBMISSION

- Provide the original and FOUR (4) copies of each application. Please reproduce copies on white paper. Staple the application together; do not use binders, folders, sleeves, or cover letters.

APPLICATION SHOULD BE DELIVERED OR MAILED (NOT EMAILED OR FAXED) IN ORDER TO BE RECEIVED NO LATER THAN 4:30 P.M., (CDT) May 20, 2004, TO:

Tana Mullen
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

B. BUDGET PREPARATION AND THE BUDGET NARRATIVE

1. Grant Budget

- Use Forms D1 and D3 to provide separate annual program budgets for each applicable component of the budget, as follows:
- **Prepare *one* budget representing the total funding requests for the overall proposal and for each program site (Form D1).**
- **Prepare *one* grant budget for each program site, detailing the projected expenditure in each program category identified on the budget page. To do this, please reproduce Form D3, and provide one completed form per program site.**
- **For budget restrictions related to administrative and indirect cost, please refer to page 18.**
- Applicants must budget adequately to meet requirements for supporting staff development needs of program staff, including regional, state, and national training. In addition, applicants must ensure availability of sufficient funds are budgeted for conducting a comprehensive local evaluation and the provision of data for the statewide evaluation.
- Applicants must verify on Form B (Assurances and Agreements) that 21st CCLC grant funds will be used to supplement, and not supplant, existing funds.

2. Budget Narrative for the Grant

Provide up to a two (2) page, single-sided, narrative annual budget justification by category.

- Give specific information about roles, time base, and salary of the staff and consultants, equipment specifications and justification, a clear description of services to be purchased, etc.
- Applicants should provide an appropriate budget justification for local and state level evaluation needs.
- Explain how your budget reflects the requirement to supplement and not supplant funds.
- Identify any funding that will be contributed by collaborative partners on either an in-kind or cash basis, and be certain to explain how it will be used in your program.

C. Narrative Text: Instructions for Writing

C. THE 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT NARRATIVE

21st Century Community Learning Centers program grants are offered to assist communities in establishing locally operated community learning centers that provide programs during non-school hours. Such programs are expected to provide academic assistance and educational enrichment activities for youth. If any of the application sections or requested information can be provided using specific, pertinent sections from an existing planning or reform process, applicants may use this information. Assume the readers are not familiar with your program, community, and acronyms.

Top, bottom, left, and right margins should be 1-inch minimum. Use a 12-point font that does not exceed 6 lines per inch. Note that charts or other graphic displays need not be consistent with these requirements. Make sure your application is readable; please do not use a compressed, narrow, or script font. The application readers will appreciate your compliance with these specifications.

ABSTRACT

Write an abstract/summary of up to two (2) single-sided pages that addresses the six (6) criteria listed on page 33.

General, Cross-Cutting Elements (16 Points)

Criteria: Shows significant evidence throughout all sections of the Narrative Text that the Community Learning Center program has a contribution to make to the achievement of the four (4) “Results for Iowa Youth” (see page 5) and is based upon the Common Elements of quality after-school programs (see page 6).

Four “Results for Iowa Youth”

- Reference the Results that the program is designed to achieve wherever relevant in the following sections of the Narrative Text: Education and Enrichment, Collaboration and Partnerships, Administration, and Monitoring, Evaluation, and Reporting.

Common Elements of Quality After-school Programs

- Make evident the consideration of the common elements wherever it is relevant throughout the Narrative Text of the proposal.

Section 1. System Capacity Summary (16-20 Points) (Limit 5 single-sided pages)

Criteria: Shows significant evidence of the human resource, financial, administrative, and technology capacity to meet project timelines, programmatic requirements, and financial demands to carry out the program.

Capacity to meet commitments and timelines

- Describe how the financial, material, and human resources (current and projected) is linked to and sufficient for the commitments and timelines that have been established for the design and implementation of the program.

Evidence of previous success

- Summarize the previous experience of the applicant agency and its partners collectively and individually in providing programs during non-school hours.

- Describe how the applicant agency and its partners, collectively and individually, have had previous success in the form of service delivery and student outcomes providing educational and related activities that enhance students' academic performance, achievement, and positive youth development.

Capacity to administer the program

- Provide evidence that the applicant agency has had previous successful experience in administering programs with similar levels of funding. Such evidence may include, but is not limited to, actual audit reports and/or documented links among the school district and community partners.

Evidence of technology capacity

- For the purposes of fiscal and evaluation reporting, identify the computer system (including software) available for the administration of the program.
- Briefly describe the technology available for support of the academic and enrichment programs to be provided, including the ratio of students to computers available for use in the program.

Evidence of sustainability of Federal 21st CCLC program FOR FEDERAL GRANTEES ONLY

- Describe how the past or current Federal 21st CCLC can be maintained at the current level of service and student participant attendance without benefit of this funding.
- Provide evidence of achievement of goals, student outcomes, and attendance over the course of the Federal grant.

Section 2. Education and Enrichment (64 Points)

Criteria: Shows significant evidence of a comprehensive program linked to the district's Comprehensive School Improvement Plan (CSIP) and designed to meet student needs through programs conducted during non-school hours.

Comprehensive School Improvement Plan (CSIP)

- Describe how the after-school program supports the LEAs' Comprehensive School Improvement Plan (CSIP) and how LEA personnel responsible for CSIP development have been involved in the development of this proposal.

Statement of Need

- Document the needs of the students and community for the after school, before and after school, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a 21st Century Community Learning Center program can address. For example,
 - Numbers of students to be served from each targeted school.
 - Percentage of students in poverty (percentage qualifying for free or reduced price lunch) in targeted schools.
 - Deficits in academic achievement in each school (percentage of students in low, medium, and high proficiency groups on the most recent ITBS/ITED results for reading, math, and science).
 - Rates of juvenile crime;
 - Attendance rates or truancy rates;
 - Dropout rates or high school completion rates;
 - Suspensions and expulsions;

- Percentage of students reporting alcohol and substance abuse on the most recent Iowa Youth Survey or similar technically adequate instrument;
- Information on the percentage of working parents who might benefit from the program;
- Available resources, in addition to the grant funds requested, including current after schools and summer school services offered, that will address identified needs; and
- Any other information on school services offered relevant to the proposed CLC.
- Evidence of the need to deliver literacy and other educational services to participant family members.

Effective Program Components

Describe how your program will address the needs identified in A above with the three required programmatic components (academic assistance, enrichment activities, and family literacy activities).

- Describe how the proposed activities are based on the above assessment of student and community needs.
- Identify the project's proposed measurable goals, objectives, and student outcomes (performance indicators).
- Describe how the program is aligned with the school day curriculum and the plan for ongoing communication between the project staff and the staff (e.g., teachers, principal, and support staff) from the school(s) the participant students regularly attend.
- Describe the proposed actions designed to provide **academic assistance** that reinforce and complement the academic program in order to improve the academic performance, school attendance, and behavior of student participants.
- Describe the proposed actions designed to provide **enrichment services** that reinforce and complement the academic program and promote positive youth development in order to improve the academic performance, school attendance, and behavior of student participants.
- Describe the extent to which **literacy and other educational services** will be provided participant family members.
- Describe how the activities will meet the "*principles of effectiveness.*"
 - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
 - Scientifically-based research, where appropriate, that provides evidence that the program or activity will help students meet State and local student academic achievement standards.
- Demonstrate program alignment with school day curriculum.

Section 2. Collaboration and Partnerships (48 Points)

Criteria: Shows significant evidence of school, parent, student, and community partnerships and how they are collaborating to plan and implement the proposed program.

Communities implementing a 21st CCLC program should build upon existing local collaboratives and connect with existing program strategies to provide a unified, integrated system of service for children and youth. In this section, describe your collaborative process and relationships. Identify the collaborative partners involved in developing, implementing, and providing ongoing/sustaining support to the 21st CCLC. Be certain to address the following in the description of your collaboration and partnerships.

- Identify the collaborative partners that will be *actively involved* in the planning and implementation of the proposed program(s) and demonstrate that the program, if not in a school, was developed with, and will be carried out in needed active collaboration with the schools the students attend, including documented support and accountability by the principal as well as the district. (This criteria may be met through inclusion of the Memoranda of Understanding.)
- Describe the development and plans among the local educational agencies, community-based organizations, and other public or private organizations (if appropriate) for the ongoing maintenance of partnerships to support the implementation of the project.
- Identify the federal, state and local programs that will be combined or coordinated with the proposed program to enable the most effective use of public resources.
- Describe how parents have been and will be actively engaged in the development and implementation of the proposed program.
- Describe how youth have been and will be involved in the design and implementation of the proposed program.
- Describe the membership/composition of the Advisory Committee that represents a diversity of perspectives.

Reminders: Members of your collaborative must sign Form C. The principals of all participating schools and the responsible administrator of the Applicant Agency must also sign Form B.

Section 3. Program Administration (32 Points)

Criteria: Shows significant evidence of the applicant agency's plans to manage the project's program and budget in collaboration with its identified partners and to sustain the project beyond the life of the funding.

Project Management

In this section, describe your plans for establishing and managing the 21st CCLC in your community. Be certain to include:

- a description of the project's plan for program and fiscal management, including clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks and a description of how the program activities are connected to the proposed expenditures in the budget to ensure that they are highly cost efficient;
- a description of the program site, and your assurance (as well as reason for concluding) that the program will take place in a safe facility easily accessible to students and their families (including those with disabilities). Please provide a detailed description of the facility if the program site is not at a school;
- a description of how students can travel safely from school to the program (if activities are offered off school site) and from the program to home;
- a description of how you will disseminate information about the existence and availability of the program to the community (including program location) in a manner that is clear, understandable, and accessible;
- a plan for 1) student to staff ratios; 2) staff recruitment and retention strategies; and 3) the ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer), and the delivery of staff development training/services.
- a description of how qualified senior volunteers will be used, if the applicant intends to do so.

Sustainability

Describe the plan for continuing the program beyond the five years of grant funding. The Sustainability Plan should include the following four points::

- demonstrate a sound and realistic approach to sustaining the community learning center after State funding ceases;
- identify contributing collaborative partnerships that have been developed in the community;
- describe the proposed governance structure established to guide the community learning center's interactions with the collaborative partners; and
- provide a description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution. Commitments may include in-kind support, staff development, transportation, and cash commitments pledged by local partners such as cities, counties, school districts, and community. This may be covered in the Memoranda of Understanding (see page 38).

Section 4. Monitoring, Evaluation/ Program Accountability (16 Points)

Criteria: Shows significant evidence of the applicant agency's plans to: regularly monitor the project's implementation of planned activities and the levels of student learning of the program's participating students; conduct a rigorous evaluation of the program's success; use collected data to refine, improve or strengthen the program; and report results to the public and the Iowa Department of Education.

The Iowa Department of Education requires 21st CCLC grantees to submit annual outcome-based data for evaluation, including measures for academic performance, attendance, and behavioral changes. The Department encourages LEAs to gather all achievement data necessary to evaluate the effectiveness of the proposed program. LEAs should also be responsible for sharing their content area standards and curriculum with their partners.

Data Collection and Program Monitoring

- Describe your plan for acquiring and analyzing all required evaluation data that will be used to address and gauge the progress of the project toward achieving the four (4) "Iowa Results for Youth," and the project's goals, objectives, and performance measures to the Iowa Department of Education. Data must include but are not limited to the following:
 - Student level data from the annual standardized ITBS/ITED results on proficiency levels in reading, math, and science.
 - Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
 - School and program level data on student behavior (e.g., discipline referrals, teacher, parent, and student surveys).
 - Performance measures that assess the implementation of the project's actions.
 - Qualitative information describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

Program Evaluation

- Describe how you will conduct a rigorous evaluation of program effectiveness on a local level.

Monitoring and Use of Data for Decision Making about the Program

- Describe how you will monitor program effectiveness.
- Describe how you will use local and state evaluation data collected through the monitoring process to refine, improve, and strengthen your program.

Reporting

- Describe your plan to publicize and make available your local evaluation report to the public in a language and format that is easily understood (e.g., jargon-free, multiple languages, etc.) and to report to the Iowa Department of Education.

D. Scoring

Checklist of Mandated Components
(Any checks in the “No” column will disqualify the applicant.)

	Yes	No
Cover Page, Signature Page, Assurances		
• The cover page is present as the first page of the document and includes all required information.		
• Signatures on at least one copy of the application are original. No stamps were used.		
• All items on the application forms provided in Appendix B are complete and were submitted with the grant application. None of the forms submitted have been redesigned.		
• Five (5) copies (1 original and 4 copies) are provided.		
Table of Contents		
• Present and limited to one page.		
Forms		
• Forms A, B, and C are included and are complete.		
Budget (Forms D1, D2, and D3)		
• Total funding and funding allocations per site (Form D1) are identified.		
• The “Applicant Agency’s Fiscal Resource Information” Form (Form D2) is complete.		
• Planned expenditures appear to be necessary and reasonable.		
• Funding allocations comply with guidelines for percentage allowable per category (e.g., program costs, reserves for evaluation and professional development, administrative costs, etc).		
• The budget projects a five-year plan – one per site (Form D3).		
Format		
• Each section is limited to the number of pages required.		
• Each section is formatted as specified (margins, spacing).		
• Footers are on pages as specified.		
Abstract		
• An abstract of the proposal contains all six (6) required elements.		
Memoranda of Understanding		
• Memoranda of Understanding meet the criteria identified.		

Score Sheet

Component	Actual Points Scored	Total Possible Points
Budget Narrative		16
<i>Narrative Text</i>		
General, Cross-Cutting Elements		16
System Capacity Summary		16-20
Education and Enrichment		64
Collaboration and Partnerships		48
Program Administration		32
Monitoring, Evaluation, Program Accountability		16
Total		208-212
<i>Competitive Priorities</i>		
School in Need of Improvement		5
Submitted Jointly – LEA and Community Partner(s)		5
Total		218-222

Rubric of Scoring Criteria for 21st Century Community Learning Center Programs

BUDGET NARRATIVE (16 POINTS)			
16 Points (Extensive/Strong)	12 Points (Acceptable)	8 Points (Minimally Acceptable)	4 Point (Weak)
The basis for cost estimates is described in detail, includes reserved funds for evaluation, and costs are justified as necessary and reasonable. Proposed expenditures are aligned with the project's activities, will supplement rather than supplant existing funding, and reflect in-kind support.	Costs are justified as necessary and reasonable and include adequate funds for evaluation; however, the basis on which the cost estimates were made is vague. Proposed expenditure are <i>somewhat</i> aligned with the project's activities, will supplement rather than supplant existing funding, and reflect in-kind support	Costs are justified as necessary and reasonable, include some funds for evaluation, and are somewhat aligned with the project's activities. Proposed expenditures will supplement rather than supplant existing funding. There is <i>minimal evidence</i> of in-kind support and the description of the basis on which the cost estimates were made is vague.	Expenditures will supplement rather than supplant existing funding; however, they are only tangentially aligned with the project's activities. There are questions about the reasonableness of costs and little to no evidence of in-kind support. Description of the basis on which the cost estimates were made is vague.
GENERAL, CROSS-CUTTING ELEMENTS (16 POINTS)			
8 Points (Extensive/Strong)	6 Points (Acceptable)	4 Points (Minimally Acceptable)	2 Point (Weak)
Evidence that this project will contribute to two or more result areas is present and obviously integrated throughout the entire text narrative of the proposal.	Evidence that this project will contribute to two or more result areas is present and obvious, but is limited to a few components of the text narrative of the proposal.	Evidence that this project will contribute to one or more result areas must be inferred.	There is little to no evidence that the result areas were considered in the development of this project proposal.
The project is clearly based on <i>all</i> of the Common Elements of Quality After-school Programs as evidenced in the narrative text.	The project is clearly based on <i>most</i> of the Common Elements of Quality After-school Programs as evidenced in the narrative text.	The extent to which this project is based on the Common Elements of Quality After-school Programs is vague and there is evidence only of some of the elements.	A connection between the proposed program and any of the Common Elements of after-school programs is not clearly evident - must be inferred.
SYSTEM CAPACITY SUMMARY (16-20 POINTS)			
4 Points (Extensive/Strong)	3 Points (Acceptable)	2 Points (Minimally Acceptable)	1 Point (Weak)
There is clear evidence that the applicant agency and partners, singly as well as collectively, have or will have the human, material, and financial resources to meet the commitments and timelines proposed.	There is evidence that human, material, and financial resources of the applicant agency together with its partners will be sufficient to meet the commitments and timelines proposed <u>only</u> if their resources are combined.	There is evidence that the applicant agency, with or without its partner, does not now, but will have the human, material, and financial resources to meet the commitments and timelines proposed.	There is little evidence that the human, material, and financial resources of the applicant agency,, singly or collectively with its partners will be sufficient to meet the commitments and timelines proposed.
Effective demonstration that the applicant organization has considerable experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	Demonstration that applicant organization has experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	Applicant organization has minimal experience or an unclear promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students.	Applicant organization has not demonstrated experience or promise of success in providing educational and related activities that will complement and enhance academic performance, and positive youth development of the students.

4 Points (Extensive/Strong)	3 Points (Acceptable)	2 Points (Minimally Acceptable)	1 Point (Weak)
The applicant agency provided evidence of extensive previous experience with similar levels of funding, an annual audit report and documented plan of linkage between the school district and community partners	The applicant agency provided evidence of previous experience with at least one project with similar levels of funding, and a <i>narrative on previous audits</i> , along with <i>some evidence</i> of linkage between the school district and community partners	The applicant agency provided evidence of experience with <i>lower levels of funding</i> , a <i>description</i> of annual audit results, and evidence of linkage between the school district and community partners	The applicant agency has <i>no previous experience</i> with similar levels of funding,; evidence of audit results is <i>limited</i> as is documentation of planned linkage between the school district and community partners
The applicant has adequate computer capacity to meet the administrative and fiscal management requirements of the program and to provide an extensive array of technology support for student participants, including a ratio of computers that will provide each student with a daily opportunity for use.	The applicant has adequate computer capacity to meet the administrative and fiscal management requirements of the program and a somewhat limited array of technology support for student participants, including a ratio of computers that will provide each student with an opportunity for use one or more times per week.	The applicant has some computer capacity to meet the administrative and fiscal management requirements of the program and a minimal array of technology support for student participants, including a ratio of computers that will provide each student with a limited opportunity for use.	The applicant has some computer capacity for the administrative and fiscal management of the program and a very limited array of technology support for student participants. Students will not have access to computers.
Rubric below for scoring past and current 21st CCLC sites only)			
Past or current Federal grantees clearly demonstrated that they will sustain the nationally funded program at current program, financial, and attendance levels without this additional funding and that they achieved/are achieving the goals that they established for that program.	Past or current Federal grantees clearly demonstrated that they will sustain the nationally funded program at current program, financial, and attendance levels without this additional funding, and that they are making progress toward achieving the goals that they established for that program.	Past or current Federal grantees provided <i>some evidence</i> that they can sustain the nationally funded program near current program, financial, and attendance levels without this additional funding and that they made/are making <i>some progress</i> toward achieving the goals that they established for that program.	Past or current Federal grantees show evidence that they will struggle to sustain the nationally funded program at current program, financial, and attendance levels without this additional funding and that they made/are making only limited progress toward achieving the goals that they established for that program.

EDUCATION AND ENRICHMENT (64 POINTS)

8 Points (Extensive/Strong)	6 Points (Acceptable)	4 Points (Minimally Acceptable)	2 Point (Weak)
Evidence clearly demonstrates that this application was developed as an integral part of the school district's CSIP process, including involvement of the School Improvement Advisory Committee (SIAC) and the district's personnel charged with the responsibility of developing the CSIP.	Evidence suggests that this application has been connected to the school district's CSIP, has approval of the School Improvement Advisory Committee (SIAC) and was completed in consultation with the district's personnel charged with the responsibility of developing the CSIP.	Minimal evidence suggests that this application has been connected to the school district's CSIP and was completed in consultation with the district's personnel charged with the responsibility of developing the CSIP. There is no evidence of SIAC involvement.	No evidence connects this application to the involved district's CSIP other than a consultation with the district's personnel charged with the responsibility of CSIP development. There is no evidence of SIAC involvement.

8 Points (Extensive/Strong)	6 Points (Acceptable)	4 Points (Minimally Acceptable)	2 Points (Weak)
Assessment of objective data drawn from multiple sources (including the CSIP), very clearly defines the student need for a before and/or after school program (may include Saturday, holiday and summer recess), evaluates school and community resources available, and convincingly documents how proposed program will address community needs (including needs of working families).	Assessment of some objective data drawn from multiple sources defines the student need for a before and/or after school program (may include Saturday, holiday and summer recess). Data from some available school and community resources and how the proposed program will address community needs (including needs of working families) has been evaluated.	Assessment of school only strengths and needs includes data from few sources, little data for students to be served, and no data related to the community.	Minimal assessment of school strengths and needs with data from few sources and no data for students to be served or community resources.
All activities to be implemented were obviously selected to address the prioritized needs identified in the above needs assessment for the 21 st CCLC program	Some activities to be implemented appear to be selected to address the prioritized needs identified in the above needs assessment for the 21 st CCLC program	Some activities to be implemented appear to have a minimal connection to the prioritized needs identified in the above needs assessment for the 21 st CCLC program	There appears to be little to no connection between the activities selected and the needs identified in the needs assessment.
The goals, objectives, and outcomes/performance indicators for the proposed 21 st CCLC program are clearly able to be measured and are totally aligned with each other and with the activities that will be implemented.	The goals, objectives, and outcomes/performance indicators for the proposed 21 st CCLC program are measurable and are aligned with each other, but are only tangentially aligned with the activities that will be implemented.	A portion of the goals, objectives, and outcomes/performance indicators for the proposed 21 st CCLC program with rewriting could be measured. They appear to have some alignment with each other and with the activities that will be implemented.	None of the goals, objectives, and indicators for the proposed 21 st CCLC program could be measured. There is no apparent alignment of them with each other and with the activities that will be implemented.
The plan very thoroughly addresses academic improvement to meet district standards in academic subjects and in all additional areas identified in assessment.	Addresses academic improvement to meet district standards in academic subjects and in some additional areas identified in assessment.	Inadequate plan to address academic improvement; few district standards in academic subjects addressed.	Does not address academic improvement in areas identified in assessment
Provides students with a wide variety of interesting, age-appropriate enrichment and youth development activities very closely connected to needs assessment, and youth and children are actively involved in the selection, design, and implementation of activities.	Plans to provide students with interesting, age-appropriate enrichment and youth development activities connected to needs assessment. Limited youth involvement in selection, design, and implementation of activities.	Enrichment and youth development activities minimally connected to needs assessment, activities not age-appropriate, inadequate involvement of youth in selection, design, and implementation of activities.	Enrichment and youth development activities not connected to needs assessment, activities not age-appropriate, no involvement of youth in selection, design, implementation of activities.
Evidence clearly substantiates and demonstrates a need for family literacy services and other existing avenues to fill need. Effective proposed opportunities for services.	Evidence suggests that a plan is proposed to determine the need for family literacy services and other existing avenues to fill need. The proposal includes a plan to develop opportunities for family literacy services.	Minimal evidence suggests a plan to determine need for family literacy services, to provide opportunities for those services.	There is an inadequate plan for assessment to determine need for family literacy services and to provide opportunities for service.
Activities meet all three “principles of effectiveness” and are based on effective performance measures aimed at ensuring high-quality, academic enrichment opportunities and scientifically-based research.	Activities meet two of three “principles of effectiveness” and are based on performance measures aimed at ensuring high-quality academic enrichment opportunities and some research.	Activities meet only one of three “principles of effectiveness, have some connections to classroom learning, but only minimally address individual student’s assessed needs.	Activities are not consistent with “principles of effectiveness, and only minimal connection to classroom learning and fails to address individual student’s identified needs.

EFFECTIVE COLLABORATION AND PARTNERSHIPS (48 POINTS)

8 Points	6Points	4Points	2 Points
Effective collaborative process and partnerships, which represent a wide variety of relevant and committed key stakeholders, builds upon existing collaboratives, connects existing program strategies and provides a unified, integrated system of service.	Plan for a collaborative process and the creation of partnerships, which represent relevant and committed key stakeholders. A plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service.	Minimal plan for a collaborative process and the creation of partnerships, with a few relevant and committed key stakeholders. Inadequate plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service.	Inadequate or no plan for a collaborative process and the creation of partnerships, inadequate representation of relevant and committed key stakeholders. No plan to build upon existing collaboratives, and to connect with existing program strategies.
Effective plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	Plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	Minimal plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.	No plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.
Effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serve students in their school, effectively coordinates with those programs.	Solid plan for the effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serves students in their school, identifies issues and plan for resolving them.	Minimal plan for the effective use of public resources, plan lacks the ability to combine or coordinate all relevant federal, State and local programs including any existing after school program.	Described plan demonstrates an ineffective use of public resources, plan lacks the ability to combine or coordinate all relevant Federal, State and local programs.
Parents clearly played a role in the development of the application and are incorporated throughout the plan with active engagement in the implementation and evaluation of all program components, i.e., academic achievement, educational enrichment, and family literacy.	Parents were informed of, but not involved in the development of the application. They, however, are incorporated in the implementation and evaluation of one or more program components.	Parents were informed of the development of the application, and there are plans to communicate with them during implementation of the program.	Parents are referenced as committee members, but there is no clear evidence of their ongoing involvement in the program or to receipt of communications about the program.
Clear evidence that youth are involved as decision-makers in the development and implementation of the 21 st CCLC program as is developmentally appropriate	Evidence of youth input was sought in the development of the program application and will play a role in the implementation of the 21 st CCLC program.	Youth will be given opportunity for input into the program from time to time.	Little to no evidence of youth being involved in decision-making or having input into the 21 st CCLC program.
A 21 st CCLC Advisory Committee, with membership representing diverse perspectives drawn from a wide range of sectors of the school and community, convenes at least bi-monthly to make decisions and provide counsel for the development, implementation, and evaluation of the project. The Committee is linked to the school district's SIAC.	A 21 st CCLC Advisory Committee, with membership representing diverse perspectives drawn from a wide range of sectors of the school and community, convenes at least quarterly to make decisions and provide counsel for the development, implementation, and evaluation of the project. The Committee has no link to the school district's SIAC.	A 21 st CCLC Advisory Committee, with membership representing diverse perspectives drawn from some sectors of the school and community, convenes at least annually to provide counsel and react to administrative decisions for the development, implementation, and evaluation of the project. The Committee has no link to the school district's SIAC.	A committee identified as the 21 st CCLC Advisory Committee, lists members representing diverse perspectives drawn from a few sectors of the school and community, convenes at least annually to receive a progress report of the project. The Committee has no link to the school district's SIAC.

4 Points (Extensive/Strong)	3 Points (Acceptable)	2 Points (Minimally Acceptable)	1 Point (Weak)
<p>There is strong evidence of a program and fiscal management plan that provides for oversight of the overall project and outlines responsibilities, timelines, and milestones that are realistic to ensure that all aspects of the project will be implemented as proposed and that objectives will be met on time and within budget.</p>	<p>There is adequate evidence of a management plan that provides for oversight of the overall project and outlines responsibilities, timelines, and milestones that are realistic to ensure that all aspects of the project will be implemented as proposed and that objectives will be met on time and within budget.</p>	<p>There is minimal evidence of a management plan that provides for oversight of the overall project and outlines responsibilities, timelines, and milestones that are realistic to ensure that all aspects of the project will be implemented as proposed and that objectives will be met on time and within budget.</p>	<p>There is inadequate evidence of a management plan that provides for oversight of the overall project and outlines responsibilities, timelines, and milestones that are realistic to ensure that all aspects of the project will be implemented as proposed and that objectives will be met on time and within budget.</p>
<p>Strong evidence that the program will take place in a safe facility that is easily acceptable to students and families, including those with disabilities.</p>	<p>Some evidence that the program will take place in a safe facility that is easily acceptable to students and families, including those with disabilities.</p>	<p>Minimal/unconvincing evidence that the program will take place in a safe facility that is easily acceptable to students and families, including those with disabilities.</p>	<p>Lack of evidence that the program will take place in a safe facility that is easily acceptable to students and families, including those with disabilities.</p>
<p>A plan assures that transportation issues associated with safe student travel to and from the program and from the program home have been thoroughly and effectively addressed.</p>	<p>A plan assures that transportation issues associated with safe student travel to and from the program, but not from the program home, have been addressed adequately.</p>	<p>A plan assures that transportation issues associated with safe student travel to and from the program, but not from the program home, have been addressed minimally.</p>	<p>A plan assures that transportation issues associated with safe student travel to and from the program, but not from the program home, are not adequately addressed.</p>
<p>The applicant has a plan for effectively and efficiently disseminating information about the program to parents and the community in a manner that is accessible, understandable, and designed to increase program support.</p>	<p>The applicant has a limited plan for disseminating information about the program to parents and the community in a manner that is accessible, understandable, and designed to maintain program support.</p>	<p>The applicant has a plan for disseminating information about the program to parents and the community, but there is no evidence that the communication will be in a manner that is understandable, accessible, and designed to maintain program support.</p>	<p>The applicant's plan for disseminating information would have limited effectiveness in communicating to parents and the community about the program.</p>
<p>There is evidence of an effective plan for the recruitment, hiring, and retention of high quality staff and volunteers (including qualified senior volunteers, when feasible) and providing them with ongoing, relevant staff and volunteer development. There are excellent staff to student ratios.</p>	<p>There is a limited plan for the recruitment, hiring, and retention of high quality staff and volunteers (including qualified senior volunteers, when feasible) and providing them with ongoing, relevant staff and volunteer development. Staff to student ratios are adequate.</p>	<p>There is evidence of plans to recruit and hire staff, but there is no evidence of a plan for retention or for training. Staff to student ratios are borderline.</p>	<p>The plan for the recruitment, hiring, and retention of staff is inadequate and not relevant to the needs of the program. There is concern about staff to student ratios.</p>
12 Points (Extensive/Strong)	8 Points (Acceptable)	4 Points (Minimally Acceptable)	2 Point (Weak)
<p>The Applicant Agency has a Sustainability Plan that is realistic, thorough and potentially effective with sufficient resources and partners in place for implementation, firm commitments for at least the minimal support necessary, realistic budget trajectories, and contingency plans.</p>	<p>The Applicant Agency proposes a Sustainability Plan that is somewhat realistic and possibly effective with adequate resources and partners in place for implementation. The level of commitments for support is somewhat unclear as are budget projections and contingency plans.</p>	<p>The Applicant Agency has a Sustainability Plan that is only somewhat likely to be effective. There is limited information on plans to have the human and financial resources and partners in place to assure that the program can be sustained when 21st CCLC funding is no longer available..</p>	<p>The Applicant Agency states a willingness to sustain the project beyond the life of the funding, but provides no plan or information about how sustainability will be accomplished.</p>

MONITORING, EVALUATION, AND PROGRAM ACCOUNTABILITY (16 POINTS)

4 Points (Extensive/Strong)	3 Points (Acceptable)	2 Points (Minimally Acceptable)	1 Point (Weak)
There is evidence of the capacity of the applicants to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.	There is evidence of limited capacity of the applicants to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education. The applicants stated their intent to provide all requested data and program information to the state.	There is little evidence of the capacity of the applicants to conduct a comprehensive, rigorous evaluation of program effectiveness. The applicant does state the intent to provide all requested data and program information to the state.	There is no evidence that the applicant has the capacity to conduct a comprehensive, rigorous evaluation of program effectiveness. There is no statement affirming the applicant's willingness to provide a report of that information to the State.
Demonstrates that the applicant has a strong plan to evaluate and monitor implementation of their activities. The evaluation and monitoring procedures align with the four (4) "Results for Iowa Youth" as well as the project's goals, indicators, and program activities.	Demonstrates that the applicant intends to evaluate and monitor implementation of their activities. Their proposed evaluation and monitoring procedures align with some of the four (4) "Results for Iowa Youth" as well as the project's goals, indicators, and program activities.	The applicant intends to evaluate their program, but lacks evidence of a plan to monitor the implementation of their activities. Their proposed evaluation procedures appear only slightly aligned with the project's goals, indicators, and program activities. There is no mention of the "Results for Iowa Youth."	The applicant intends to evaluate their program, but lacks evidence of a plan to monitor the implementation of their activities. Their proposed evaluation procedures are not aligned with the "Results for Iowa Youth" or the project's goals, indicators, and program activities.
There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program, and build community support.	There is sufficient evidence of how evaluation results will be used to refine, improve, and strengthen the program.	There is limited evidence of how evaluation results will be used to refine, improve, and strengthen the program.	There is no evidence of how evaluation results will be used to refine, improve, and strengthen the program.
The applicant has a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood.	The applicant describes how it will make the evaluation results public, but does not identify how that report to the public will be in a form and language that is easily understood.	The applicant provides a sketchy description on how the evaluation results will be made public, but does not describe how it intends to do that or how it will be communicated in a form and language that is easily understood.	The applicant implies an intent to make the evaluation results public, but does not describe how it intends to do that or how it will be communicated in a form and language that is easily understood.

Appendix A: Common Elements of Quality After-school Programs

Common Elements of Quality After-school Programs

Quality after-school programs can provide safe, engaging environments that complement the school day by promoting learning to improve student outcomes. While there is no one single formula for success in after-school programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also find that the best programs develop activities to meet the particular needs of the programs they serve.

The types of activities found in a quality after-school program include:

- tutoring and supplementing instruction in basic skills, such as reading, math, and science
- drug and violence prevention curricula and counseling
- youth leadership activities
- volunteer and community service opportunities
- college awareness and preparation
- courses and enrichment in arts and culture
- computer instruction
- language instruction, including English as a second language
- employment preparation or training
- mentoring
- activities linked to law enforcement
- supervised recreation and athletic programs and events

Looking at the spectrum of after-school programs, researchers and practitioners have identified some common elements necessary to developing high quality programs that meet the needs of the diverse population of school-age children and youth.

The common elements of quality after-school programs include:

- **The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities.**
- **Goal setting and strong management**
 - Setting goals directed at addressing student outcomes
 - Implementing quality programming focused on the goals
 - Creating a solid organizational structure
 - Adapting effective management strategies
 - Meeting legal requirements
- **Planning for long-term sustainability**
 - Accessing adequate and sustainable funding
 - Building public will through advocacy
 - Ensuring access and equity for all children
 - Incorporating recognition for program and students

- **Quality after-school staffing**
 - Hiring, retaining, and compensating qualified staff, including a dedicated program administrator
 - Providing ongoing professional development for staff
 - Using volunteers effectively
 - Ensuring low staff-to-student (1:10 that may be achieved by combining professional staff with paraeducators and community volunteers) and small group sizes (30 or less)
- **Attention to safety, health, and nutrition issues**
 - Creating safe places with adequate space and materials
 - Meeting nutritional needs
- **Effective partnerships**
 - Building on the strengths of the community by:
 - Collaborating among diverse partners: parents, educators, community residents, law enforcement agencies, service providers, community and faith-based organizations, civic organizations, colleges, businesses, arts and cultural institutions, museums, parks and recreation, and public officials
 - Using community resources effectively
 - Building consensus and partnerships among key stakeholders
- **Strong involvement of families**
 - Involving families and youth in program planning
 - Attending to the needs of working parents
 - Providing opportunities for both children and families within school and in the community
- **Extended learning opportunities**
 - Providing engaging opportunities directed at learning and improving student outcomes
 - Coordinating learning with the regular school day
 - Offering a wide variety of activities to meet the diverse needs of students
 - Linking school-day and after-school curriculum
- **Linkages between school-day and after-school personnel**
 - Providing planning time to maximize opportunities to improve student outcomes
 - Coordinating and maximizing the use of school and other community facilities and resources
- **Evaluation of program progress and effectiveness**
 - Using data for program improvement and accountability
 - Designing effective evaluations to address program and student outcomes

These characteristics of high-quality after-school programs help ensure children's continued growth, development, and learning throughout the pre-adolescent and adolescent school years.

Appendix B: Application Forms

Table of Contents

• Cover Page-----	65
• Site Information (Form A)-----	66
• Assurances and Agreements (Form B)-----	67
• Collaborative Signatories (Form C)-----	69
• Budget-Related Forms (Forms D1, D2, D3)-----	71

*Forms should be reproduced, completed in full,
and submitted with the application.*

For SEA Use Only Approved Amounts _____ Tax ID: _____ County: _____ Urban _____ Rural _____	Project Application 21st Century Community Learning Centers Iowa Department of Education Grimes State Office Building Des Moines, Iowa 50319	For SEA Use Only DATE: _____ Project Year: _____ Beginning: _____ End: _____
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Return to: Tana Mullen
 Iowa Department of Education
 Grimes State Office Building
 Des Moines, Iowa 50319-0146

Due: May 20, 2004

PART I:	APPLICATION INFORMATION
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Applicant Serving as Fiscal Agent (Applicant Agency)

County:		Amount Requested: \$ (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact/Project Director:	
Agency Name:		Agency Name:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:	FAX:	<input type="checkbox"/> Phone:	FAX:
Email:		Email:	

LEGAL STATUS OF APPLICANT AGENCY

(Check one box below and provide appropriate agency identification information)

- ☐ City or City Agency
- ☐ County or County Agency
- ☐ State or Federal Agency
- ☐ State College or University
- ☐ Community College
- ☐ County Office of Education
- ☐ School District
- ☐ Tribal Council
- ☐ Military Installation
- ☐ Private NonProfit Organization-
Number of years in operation _____
- ☐ Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: _____ OR Enter School District Code _____
(If applicable) Enter Child Care License #: _____

SITE INFORMATION

Please fill out this section if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school (e.g., CBO, university, one school serving multiple school sites, etc). School site programs serving only pupils enrolled at this school do not need to fill out this form.

After-school Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	Building Number	#of pupils from this school in 21 st CCLC program

After-school Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	Building Number	#of pupils from this school in 21 st Century Community Learning Centers Program

After-school Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
School Name	Building Number	#of pupils from this school in 21 st CCLC program

(If more sites are included in the application, please duplicate this form.)

ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS:

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I schoolwide eligible programs and their families.

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21st CCLC award period.

Part E: Control of Funds

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

Part F: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part G: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part H: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend.

Part I: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part J: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part K: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Representative on behalf of the 21st Century Community Learning Centers Program	Local Education Agency Name

COLLABORATIVE SIGNATURES

Every 21st CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Attach as many additional sheets as necessary

Name/Signature		Agency Affiliation	
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
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Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

APPLICATION FUNDING REQUEST SUMMARY

TOTAL FUNDING			
<div style="background-color: #cccccc; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> (Before and/or After School Program funds) </div> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 1.2em;">\$0</div>		<p>** NOTE: If more than one (1) program site is included in grant application, please calculate all before and after school program FUNDING requested and manually enter that amount in the 'Total Funding Requested' box to the left. **</p>	
FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION			
Number of program sites included in application:		<p>** NOTE: A program site may serve students from many schools. For example, a location that serves students from 3 different schools would be considered one Program Site. Please enter the number of PROGRAM SITES included in your application in the box to the left.</p>	
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0	Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0	Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0	Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0	Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0	<p>** NOTE: If more than one program site is included in this grant application, please calculate all before and after school program FUNDING requested and manually enter that amount in the 'Total Funding Requested' box to the left. **</p>	
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0		
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0		
Name of Site: _____ <div style="text-align: right; font-weight: bold;">Funding Requested</div>	\$0		

PLEASE PRINT ALL NECESSARY CALCULATION FORMS AND
SUBMIT WITH YOUR GRANT APPLICATION

Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

- ☐ Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

- ☐ Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

Applicant Agency: _____

Site: _____

Directions: Using the amount from the TOTAL GRANT REQUESTED box on form F3, provide a proposed budget for each proposed program site.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions.

Categories	Year 1		Year 2		Year 3		Year 4 (25% decrease)		Year 5 (50% decrease)		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel											
Staff Travel											
Materials											
Professional Development (minimum 5% per year)											
Student Access, Transportation etc. (maximum 8% per year)											
Evaluation (minimum 4% per year)											
Administrative/ Indirect Costs (maximum 8% per year)											
Totals											

(Required: One form D3 per site. Please reproduce this page for each site included in the application.)

Appendix C: HELP SECTION - TECHNICAL ASSISTANCE RESOURCES

1. Internet Resources on Before and After School Programming

The following list of materials describes some key resources on after-school programs. This list is not meant to be exclusive.

The following list of materials describes some key Internet resources on before and after school programs. This list is not meant to be exclusive.

Afterschool Alliance - www.afterschoolalliance.org

A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to after-school programs by the year 2010. The website includes policy information, research, and tips and information on how to advocate for after-school programs.

Specific Resources:

- **America's After-School Choice: The Prime Time for Juvenile Crime** is a report on the impact of after-school programs on juvenile crime rates; a synthesis of key findings from other national organizations and government agency studies of after-school impact.
- **A DECADE OF RESULTS: The Impact of LA's BEST After-school Enrichment Program on Subsequent Student Achievement and Performance** is a longitudinal study report and a synthesis of research begun in 1990.
- **Program Tools:** resources offered are intended to help by providing tools and tips on accessing funding and using communications to build support for programs.
- **The RAND studies:** an annual independent evaluation of Foundations' after-school programs' impact on participants' academic skills.

Benton Foundation Kids Campaign - www.connectforkids.org

An information, knowledge, and action center for adults who want to make their communities work for kids. The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. Explore the pathway with information and resources on after-school time.

Specific Resources:

- **Choosing a Good Program** answers "How can you know a good program when you see it?" Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

C. S. Mott Foundation - www.mott.org

A leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (Numerous Volumes)**, a publication on the important issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

ERIC Clearinghouse on Information & Technology - www.thegateway.org

A one-stop, any-stop access to high-quality Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:

- **[Resource Guide for Planning and Operating After-School Programs](#)**, a description of resources to support after school programs for school-aged children. Also included are resources for before school, summer programs, and community learning centers. These resources are timely, readily available, and inexpensive.

The Finance Project - www.financeproject.org

This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs** was developed by the Harvard Family Research Project and The Finance Project as a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures.
- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.

- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2, No. 4)** is a strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

Food Research and Action Center (FRAC) - www.frac.org/

A 501(c)(3) non-profit with extensive information that can assist after-school programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

Harvard Family Research Project - www.gse.harvard.edu/hfrp/projects/after-school.html

The Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the after-school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

Specific Resources:

- **Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs** was developed by the Harvard Family Research Project and The Finance Project as a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures.
- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers systematic investigation of the overall picture of evaluation work in the field of out-of-school time and a systematic way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange** is quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

Iowa Department of Education – <http://www.state.ia.us/educate/>

The Department's website contains information of state education initiatives and programs that will help applicants integrate their 21st CCLC program plan with other efforts being implemented in local school districts.

- **No Child Left Behind**
- **Comprehensive School Improvement**
- **21st Century Community Learning Centers**
<http://www.state.ia.us/educate/ecese/cfcs/21stccclc/index.html>
- **Success4** <http://www.state.ia.us/educate/programs/success4/index.html>
- **Service Learning** <http://www.state.ia.us/educate/ecese/cfcs/sl/index.html>
- **Safe and Drug-Free Schools and Communities** contains resources on the creation of safe and drug-free learning environments, including *The Safe Schools Leadership Handbook* <http://www.state.ia.us/educate/ecese/cfcs/safe/index.html>

The Handbook contains information briefs on violence prevention programming, critical elements for creating environments that foster healthy social, emotional, intellectual, and behavioral development, a guide to planning using a logic model, and other state and federal documents prevention and youth development programming.

Mid-Continent Regional Educational Laboratory – www.mcrel.org

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Center for Community Education (NCCE) - www.nccenet.org/Grantees/index.cfm

An organization that provides state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools.

National Community Education Association (NCEA) - www.ncea.com/

A non-profit membership association that provides leadership to those who build learning communities in response to individual and community needs. Activities and information for members include national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services. In addition, NCEA acts as an advocate for community education by working with related organizations and promoting at the national, state, and local levels: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents.

National Institute for Out-of-School Time (NIOST)- www.wellesley.edu/WCW/CRW/SAC

NIOST, at the Center for Research on Women at Wellesley College, which has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

Specific Resources:

- **After School Issues** are a series of publications produced by NIOST on after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.

- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

The National Governors Association - www.nga.org

The National Governors Association has a Center for Best Practices with information on schools and after-school programs, among many other things.

Specific Resources:

- **Extra Learning Opportunities**, a web-based publication on giving information regarding best practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices

National Network for Child Care (NNCC) – www.nncc.org

Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database**: a resource that contains articles and abstracts about before- and after school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

National School-Age Care Alliance (NSACA) - www.nsaca.org

The only national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. NSACA's mission is to build a profession that develops, supports and promotes quality after-school care.

Specific Resources:

- **NSACA Standards at a Glance** is a brochure containing an overview of the NSACA program improvement and accreditation system including all 144 standards.
- **NSACA Standards for Quality School-Age Care** (in cooperation with the National Institute for Out-of-School-Time) is a source of professionally recognized standards for the field of after-school. This provides a valuable guide and model for quality that can be applied to all after-school programs, regardless of their particular focus.
- **School-Age Review** is a journal with important developments in theory, research and practice in the after-school field.
- **Selecting a Quality After-School Program** provides a handy quality checklist with key questions helps families ask detailed questions when seeking a program for their child.

North Central Regional Educational Laboratory - www.ncrel.org/after

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **“Beyond the Bell”: A Toolkit for Creating Effective After-School Programs** allows one to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections:** a study by NCREL involving multiple facets of after-school care.

Northwest Regional Educational Laboratory - www.nwrel.org/learns

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **LEARNS** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources and innovative ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education (PFIE) –

www.ed.gov/pubs/whoweare/index.html

The federal Department of Education administers the Partnership and offers resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.

Specific Resources:

- **After-School Programs: Keeping Children Safe and Smart** focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.
- Gives information to corporations for partnership within the community to benefit school programs for youth.

U.S. Department of Agriculture - www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

U.S. Department of Education - www.ed.gov

The Department presents information about national education issues, publications, education statistics, and its different offices and programs. For more about after-school programs, visit 21st Century Community Learning Centers at www.ed.gov/21stccclc/

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs** helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.
- **Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools** presents recommendations from the Crime, Violence, and Victim Task Force on the benefits and use of incident data to develop effective prevention and intervention plans for the purpose of creating safe and orderly learning environments. <http://nces.ed.gov>

U.S. Department of Health and Human Services - www.hhs.gov

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Specific Resources:

- **Promoting Better Health for Young People Through Physical Activity and Sports** is a report to the President from the Secretary of Health and Human Services and the Secretary of Education.

U.S. Department of Justice - www.usdoj.gov/kidspage

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

LISTSERV SITES

In addition to Web sites, listserv opportunities exist to learn more about before and after-school programs:

EDinfo

Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to:

listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L
<Your Full Name Here>

After-school listserv

The after-school listserv, organized by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.

2. Selected Published Research Articles on After-School

Full citations to some of the key resources cited in the Non-Regulatory Guidance are provided below, as well as citations to other research studies and evaluation reports.

After School Programs that Promote Child and Adolescent Development: Summary of a Workshop (2000). Committee on Community-Level Programs for Youth, Jennifer Appleton Goodman, *Editor*, Board on Children, Youth, and Families, National Research Council, Institute of Medicine. <http://www.nap.edu/catalog/9944.html>

Community Programs to Promote Youth Development (2002). Committee on Community-Level Programs for Youth, Jacquelynne Eccles and Jennifer Appleton Gootman, *Editors*, Board on Children, Youth, and Families, National Research Council and Institute of Medicine. <http://www.nap.edu/books/0309072751/html/>

Beckett, M., Hawken A., Jacknowitz A. (2001) Accountability for After-School Care: Devising Standards and Measuring Adherence to Them. Rand Corporation. <http://www.rand.org/publications/MR/MR1411/>

Fletcher, A. J., (May 2002). Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/funding/balanced_funding_paper.htm

Fletcher, A.J., (March 2002). Building Exemplary After School Programs: Nine Keys to Success. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/

Hahn, A., Leavitt, T., & Aaron, P. (June 1994). Evaluation of the Quantum Opportunities Program: Did the Program Work? Waltham, MA: Brandeis University.

Hamilton, Laura S., Vi-Nhuan Le, Stephen P. Klein. (1999). Foundations School-Age Enrichment Program: Evaluation of Student Achievement. Rand Education.

Hanson, L. Extended Day: An Innovative Support Program. The Hood Children's Literacy Project, Lesley College, Cambridge, MA. (March, 2002).

This paper describes and evaluates the effectiveness of the Extended-Day Academic Support Program (in Arlington, MA), a 10-week after-school program that focused on improving student achievement, specifically in writing. It begins with the program's three goals: improving grade 4, 5, and 8 students' achievement in writing; providing professional development for teachers in the teaching of writing; and giving parents access to information about how they can help support their children's writing development at home. The paper addresses organization of the program, program evaluation components, preliminary findings and results, and pre- and post-assessment writing results. It notes that teachers, students, and parents were generally positive in their perceptions of the program, and that, for the most part, posttests showed a great deal of growth, especially in topic development and organization.

Pierce, K. M, J. V. Hamm, and D. L. Vandell. Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms. *Child Development* 70, 756-67, 1999.

This article relates children's experience in after-school programs to first-grade performance. The study reported that positive staff behavior is associated with fewer behavior problems in boys, while negative reactions by staff was related to poorer reading and math grades among the boys. More frequent negative peer interactions in the programs was also correlated with increased behavior problems and poorer social skills.

Posner, J. K. and D.L. Vandell. After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study. *Developmental Psychology* 35, 868-79, 1999.

This paper studied after-school activities of third graders for two years. It found that children attending after-school programs spent more time on academic and extracurricular activities; children in informal care spent more time watching television and "hanging out."

Posner, J. K. and D. L. Vandell. Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development* 65, 440-56, 1994.

This paper examined the effects of four different types of after-school care arrangements (formal after-school programs, mother care, informal adult supervision, and self-care) on 216 children from low-income families. Children who participated in formal after-school programs had higher academic and conduct grades in school and spent less time watching television than children in the other care arrangements.

Rosenthal, R. and D. L. Vandell. Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. *Child Development*, 67, 2434-45, 1996.

This article examined the experiences of 180 children and 152 parents in 30 child-care programs. It found that children had more positive perceptions when programs offered a greater variety of activities, while parents had more positive perceptions when child-adult ratios were smaller.

Schinke, S.P., Cole, K.C., Poulin, S.R. "Enhancing the Educational Achievement of At-Risk Youth," *Prevention Science*, 1, 1, 51-60, 2000.

Weisman, Stephanie A., Soulé, David A., and Womer, Shannon C. under the direction of Denise C. Gottfredson (2001), Maryland After School Community Grant Program: Report on the 1999-2000 School Year Evaluation of the Phase I After-School Programs.

Before and After-school Programs Current and Past Federal 21st CCLC Grantees

Iowa Grantees

Akron-Westfield Community School District	Howard-Winneshiek Community School District
Allamakee School District	Iowa City Community School District
Camanche Community Schools	Jesup Community School District
Central Decatur Community School	Keokuk Community School District
Columbus Community Schools	Maquoketa Community School District
Davenport Community School District	Marshalltown Community School District
Des Moines Public Schools -- Community Ed. Dept.	Nevada Community School District
Diagonal Community School	Perry Community School District
East Union Community School District	Storm Lake Community School District
Estherville Lincoln Central County School District	Washington Community School District
Fort Dodge Community School District	Waterloo Community School District
Grinnell-Newburg Community School District	Wayne Community Schools

APPENDIX D: CONTRACTUAL TERMS

APPLICANTS ARE NOT REQUIRED TO RESPOND TO THESE SECTIONS.

The following contractual terms and conditions apply to Request for Proposal *Behavioral Supports for Children and Youth* as specified in the RFA. *Note: Prospective Vendors may propose other or different contractual terms and conditions; however, the State reserves the right to reject the Prospective Vendor's terms and conditions in whole or in part. If a prospective Vendor takes exception to any of the terms or conditions and fails to include other or different terms and conditions in its proposal it may be grounds for the State, in its sole discretion, to declare the Vendor's proposal non-responsive and to reject the proposal from evaluation or from award. The terms and conditions as stated herein relate only to the above referenced RFA, and do not extend to other or future contracts a prospective Vendor may currently have or may have in the future with the State, nor do the terms and conditions as stated herein relate to any other State procurement which may be in process.*

A. Contractual Terms Generally

The contract that the Agency expects to award as a result of this Request for Proposal will be based upon the bid proposal submitted by the successful vendor and this solicitation. The contract between the Agency and the successful vendor shall be a combination of the specifications, terms and conditions of the Request for Proposal, including the terms contained herein, the offer of the vendor contained in the technical and cost proposals, written clarifications or changes made in accordance with the provisions herein, and any other terms deemed necessary by the Agency.

The contract terms contained herein are not intended to be a complete listing of all contract terms but are provided only to enable vendors to better evaluate the costs associative with the RFA and the potential resulting contract. Vendors should plan on such terms being included in any contract awarded as a result of this RFA. All costs associated with complying with these requirements should be included in the revenue proposal or any pricing quoted by the vendor.

By submitting a proposal, each vendor acknowledges its acceptance of these specifications, terms, and conditions without change except as otherwise expressly stated in its proposal. If a vendor takes exception to a provision, it must state the reason for the exception and set forth in its proposal the specific contract language it proposes to include in place of the provision. Exceptions that materially change these terms or the requirements of the RFA may be deemed non-responsive by the Agency, in its sole discretion, resulting in possible disqualification of the proposal. The Agency reserves the right to either award a contract without further negotiation with the successful vendor or to negotiate contract terms with the selected vendor if the best interests of the Agency would be served.

B. Terms and Conditions

B1. Term. The term of this Contract shall be July 1, 2004, through June 30, 2009, unless terminated earlier in accordance with the Termination section of the Contract.

B2. Nonexclusive Rights. The Contract will not be exclusive. The Department will reserve the right to select other Applicants to provide services similar or identical to the Scope of Services described in this Contract during the term of this Contract.

B3. Property Rights. Any products or processes developed under this project are the property of the Iowa Department of Education.

C. Compensation

C1. Compensation. The Department will reimburse contractor expenses on a monthly basis. The contractor may be eligible for advance funding under special circumstances.

C2. Billings. The Contractor shall submit, on a **monthly basis**, an invoice for services rendered in accordance with this Contract. The invoice shall comply with all applicable rules concerning payment of such claims. The Agency shall pay all approved invoices in arrears and in conformance with Iowa Code section 421.40 and 701 Iowa Administrative Code 201.1(2). The Agency may pay in less than sixty (60) days, as provided in Iowa Code section 421.40. However, an election to pay in less than sixty (60) days shall not act as an implied waiver of Iowa Code section 421.40.

Unless otherwise agreed in writing by the parties, the Contractor shall not be entitled to receive any other payment or compensation from the State for any goods or services provided by or on behalf of the Contractor under this Contract. The Contractor shall be solely responsible for paying all costs, expenses, and charges it incurs in connection with its performance under this Contract.

C3. Delay of Payment Due to Contractor's Failure. If the Agency in good faith determines that the Contractor has failed to perform or deliver any service or product as required by this Contract, the Contractor shall not be entitled to any compensation under this Contract until such service or product is performed or delivered. In this event, the Agency may withhold that portion of the Contractor's compensation, which represents payment for service or product that was not performed or delivered.

C4. Set-Off Against Sums Owed by the Contractor. In the event that the Contractor owes the State any sum under the terms of this Contract, any other Contract, pursuant to any judgment, or pursuant to any lack the State may set off the sum owed to the State against any sum owed by the State to the Contractor in the State's sole discretion, unless otherwise required by law. The Contractor agrees that this provision constitutes proper and timely notice under the law of setoff.

D. Termination

D1. Immediate Termination by the Agency. The Agency may terminate this Contract for any of the following reasons effective immediately without advance notice:

D1.1. In the event the Contractor is required to be certified or licensed as a condition precedent to providing services, the revocation or loss of such license or certification will result in immediate termination of the Contract effective as of the date on which the license or certification is no longer in effect;

D1.2. The Agency determines that the actions, or failure to act, of the Contractor, its agents, employees or subcontractors have caused, or reasonably could cause, a client's life, health or safety to be jeopardized;

D1.3. The Contractor fails to comply with confidentiality laws or provisions;

D1.4. The Contractor furnished any statement, representation or certification in connection with this Contract or the RFA which is materially false, deceptive, incorrect or incomplete.

D2. Termination for Cause. The occurrence of or any one or more of the following events shall constitute cause for the Agency to declare the Contractor in default of its obligations under this Contract.

D2.1. The Contractor fails to perform, to the Agency's satisfaction, any material requirement of this Contract or is in violation of a material provision of this Contract, including, but without limitation, the express warranties made by the Contractor;

D2.2. The Agency determines that satisfactory performance of this Contract is substantially endangered or that a default is likely to occur;

D2.3. The Contractor fails to make substantial and timely progress toward performance of the Contract;

D2.4. The Contractor becomes subject to any bankruptcy or insolvency proceeding under federal or state law to the extent allowed by applicable federal or state law including bankruptcy laws; the Contractor terminates or suspends its business; or the Agency reasonably believes that the Contractor has become insolvent or unable to pay its obligations as they accrue consistent with applicable federal or state law;

D2.5. The Contractor has failed to comply with applicable federal, state and local laws, rules, ordinances, regulations and orders when performing within the scope of this Contract; or

D2.6. The Contractor has engaged in conduct that has or may expose the Agency to liability, as determined in the Agency's sole discretion.

D2.7. The Contractor has infringed any patent, trademark, copyright, traddress or any other intellectual property right.

D3. Notice of Default. If there is a default event caused by the Contractor, the Agency shall provide written notice to the Contractor requesting that the breach or noncompliance be remedied within the period of time specified in the Agency's written notice to the Contractor. If the breach or noncompliance is not remedied by the date of the written notice, the Agency may either:

D3.1. Immediately terminate the Contract without additional written notice; or,

D3.2. Enforce the terms and conditions of the Contract and seek any legal or equitable remedies.

D4. Termination Upon Notice. Following 30 days' written notice, the Agency may terminate this Contract in whole or in part without the payment of any penalty or incurring any further obligation to the Contractor. Following termination upon notice, the Contractor shall be entitled to compensation, upon submission of invoices and proper proof of claim, for services provided under this Contract to the Agency up to and including the date of termination.

D5. Termination Due to Lack of Funds or Change in Law. The Agency shall have the right to terminate this Contract without penalty by giving sixty (60) days' written notice to the Contractor as a result of any of the following:

D5.1. Adequate funds are not appropriated or granted to allow the Agency to operate as required and to fulfill its obligations under this Contract;

D5.2. Funds are de-appropriated or not allocated or if funds needed by the Agency, at the Agency's sole discretion, are insufficient for any reason;

D5.3. The Agency's authorization to operate is withdrawn or there is a material alteration in the programs administered by the Agency;

D5.4. The Agency's duties are substantially modified.

D6. Remedies of the Contractor in Event of Termination by the Agency. In the event of termination of this Contract for any reason by the Agency, the Agency shall pay only those amounts, if any, due and owing to the Contractor for services actually rendered up to and including the date of termination of the Contract and for which the Agency is obligated to pay pursuant to this Contract. Payment will be made only upon submission of invoices and proper proof of the Contractor's claim. This provision in no way limits the remedies available to the Agency under this Contract in the event of termination. However, the Agency shall not be liable for any of the following costs:

D6.1. The payment of unemployment compensation to the Contractor's employees;

D6.2. The payment of workers' compensation claims, which occur during the Contract or extend beyond the date on which the Contract terminates;

D6.3. Any costs incurred by the Contractor in its performance of the Contract, including, but not limited to, startup costs, overhead or other costs associated with the performance of the Contract;

D6.4. Any taxes that may be owed by the Contractor in connection with the performance of this Contract, including, but not limited to, sales taxes, excise taxes, use taxes, income taxes or property taxes.

D7. The Contractor's Termination Duties. The Contractor upon receipt of notice of termination or upon request of the Agency, shall:

D7.1. Cease work under this Contract and take all necessary or appropriate steps to limit disbursements and minimize costs, and furnish a report within thirty (30) days of the date of notice of termination, describing the status of all work under the Contract, including, without limitation, results accomplished, conclusions resulting therefrom, any other matters the Agency may require.

D7.2. Immediately cease using and return to the Agency any personal property or materials, whether tangible or intangible, provided by the Agency to the Contractor.

D7.3. Comply with the Agency's instructions for the timely transfer of any active files and work product produced by the Contractor under this Contract.

D7.4. Cooperate in good faith with the Agency, its employees, agents and contractors during the transition period between the notification of termination and the substitution of any replacement contractor.

D7.5. Immediately return to the Agency any payments made by the Agency for services that were not rendered by the Contractor.

E. Indemnification

E1. By the Contractor. The Contractor agrees to indemnify and hold harmless the State of Iowa and the Agency, its officers, employees and agents appointed and elected and volunteers from any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments, including reasonable value of the time spent by the Attorney General's Office, and the costs and expenses and reasonable attorneys' fees of other counsel required to defend the State of Iowa or the Agency, related to or raising from:

E1.1. Any breach of this contract;

E1.2. Any negligent, intentional or wrongful act or omission of the Contractor or any agent or subcontractor utilized or employed by the Contractor;

E1.3. The Contractor's performance or attempted performance of this Contract, including any agent or subcontractor utilized or employed by the Contractor;

E1.4. Any failure by the Contractor to comply with the compliance with the Law provision of this Contract;

E1.5. Any failure by the Contractor to make all reports, payments and withholdings required by federal and state law with respect to social security, employee income and other taxes, fees or costs required by the Contractor to conduct business in the State of Iowa;

E1.6. Any infringement of any copyright, trademark, patent, trade dress, or other intellectual property right; or

E1.7. Any failure by the Contractor to adhere to the confidentiality provisions of this Contract.

E2. Indemnification by the Agency

E2.1. The Agency shall, only to the extent consistent with Article VII, Section 1 of the Iowa Constitution and Iowa Code Chapter 669, indemnify and hold harmless the Contractor from and

against any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments arising directly out of the negligence or wrongful acts or omissions of any employee of the Agency while acting within the scope of the employee's office of employment in connection with the performance of this Contract.

E2.2. At the option of the Agency, the Contractor shall be represented by the Attorney General of the State or special counsel retained by the State or the Attorney General of the State with respect to any litigation brought by or against the Agency or such persons with respect to any and all costs, expenses, losses, claims, damages, liabilities, settlements and judgments to which such persons may be subject and to which they are entitled to be indemnified hereunder.

E2.3. If the Agency makes any indemnity payments pursuant to this Section and the person to or on behalf of whom such payments are made thereafter collects any of such amounts from others, that person shall promptly repay such amounts to the Agency, without interest.

E3. Survives Termination. Indemnification obligation of the parties shall survive termination of this Contract.

F. Insurance

F1. Insurance Requirements. The Contractor, and any subcontractor, shall maintain in full force and effect, with insurance companies licensed by the State of Iowa, at the Contractor's expense, insurance covering its work during the entire term of this Contract and any extensions or renewals. The Contractor's insurance shall, among other things, be occurrence based and shall insure against any loss or damage resulting from or related to the Contractor's performance of this Contract regardless of the date the claim is filed or expiration of the policy. The State of Iowa and the Agency shall be named as additional insureds or loss payees, or the Contractor shall obtain an endorsement to the same effect, as applicable.

F2. Types and Amounts of Insurance Required. Unless otherwise requested by the Agency in writing, the Contractor shall cause to be issued the insurance coverages set forth below:

TYPE OF INSURANCE	LIMIT	AMOUNT
General Liability (including contractual liability) written on an occurrence basis	General Aggregate	\$2 Million
	Product/Completed Operations Aggregate	\$1 Million
	Personal Injury	\$1 Million
	Each Occurrence	\$1 Million
Automobile Liability (including any auto, hired autos, and non-owned autos)	Combined Single Limit	\$1 Million
Excess Liability, Umbrella Form	Each Occurrence	\$1 Million
	Aggregate	\$1 Million

TYPE OF INSURANCE	LIMIT	AMOUNT
Workers Compensation and Employer Liability	As required by Iowa law	As required by Iowa law
Property Damage	Each Occurrence	\$1 Million
	Aggregate	\$1 Million

F3. Certificates of Coverage. All insurance policies required by this Contract shall remain in full force and effect during the entire term of this Contract and any extensions or renewals thereof and shall not be canceled or amended except with the advance written approval of the Agency. The Contractor shall submit certificates of insurance, which indicate coverage and notice provisions as required by this Contract, to the Agency upon execution of this Contract. The certificates shall be subject to approval by the Agency. The insurer shall state in the certificate that no cancellation of the insurance will be made without at least thirty (30) days' prior written notice to the Agency. Approval of the insurance certificates by the Agency shall not relieve the Contractor of any obligation under this Contract.

G. Project Management and Reporting

G1. Project Manager. At the time of execution of this Contract, each party shall designate, in writing, a Project Manager to serve until the expiration of this Contract or the designation of a substitute Project Manager. During the term of this Contract, each Project Manager shall be available to meet monthly, unless otherwise mutually agreed, to review and plan the services being provided under this Contract.

G2. Review Meetings. During the review meetings the Project Managers shall discuss progress made by the Contractor in the performance of this Contract. Each party shall provide a status report, as desired by a Project Manager, listing any problem or concern encountered since the last meeting. Records of such reports and other communications issued in writing during the course of Contract performance shall be maintained by each party.

H. Warranties

H1. Construction of Warranties Expressed in this Contract with Warranties Implied by Law. All warranties made by the Contractor in all provisions of this Contract and the Proposal by the Contractor, whether or not this Contract specifically denominates the Contractor's promise as a warranty or whether the warranty is created only by the Contractor's affirmation or promise, or is created by a description of the materials and services to be provided, or by provision of samples to the Agency, shall not be construed as limiting or negating any warranty provided by law, including without limitation, warranties which arise through course of dealing or usage of trade. The warranties expressed in this Contract are intended to modify the warranties implied by law only to the extent that they expand the warranties applicable to the goods and services provided by the Contractor. The provisions of this Section apply during the term of this Contract and any extensions or renewals thereof.

H2. Concepts, Materials, and Works Produced. Contractor represents and warrants that all the concepts, materials and Works produced, or provided to the Agency pursuant to the terms of this Contract shall be wholly original with the Contractor or that the Contractor has secured all applicable interests, rights, licenses, permits or other intellectual property rights in such concepts, materials and Works. The Contractor represents and warrants that the concepts, materials and Works and the Agency's use of same and the exercise by the Agency of the rights granted by this Contract shall not infringe upon any other work, other than material provided by the Contract to the Contractor to be used as a basis for such materials, or violate the rights of publicity or privacy of, or constitute a libel or slander against, any person, firm or corporation and that the concepts, materials and works will not infringe upon the copyright, trademark, trade name, literary, dramatic, statutory, common law or any other rights of any person, firm or corporation or other entity. The Contractor represents and warrants that it is the owner of or otherwise has the right to use and distribute the software, the materials owned by the Contractor and any other materials, Works and methodologies used in connection with providing the services contemplated by this Contract.

H3. Professional Practices. The Contractor represents and warrants that all of the services to be performed hereunder will be rendered using sound, professional practices and in a competent and professional manner by knowledgeable, trained and qualified personnel.

H4. Conformity with Contractual Requirements. The Contractor represents and warrants that the Works will appear and operate in conformance with the terms and conditions of this Contract.

H5. Authority to Enter into Contract. The Contractor represents and warrants that it has full authority to enter into this Contract and that it has not granted and will not grant any right or interest to any person or entity that might derogate, encumber or interfere with the rights granted to the Agency.

H6. Obligations Owed to Third Parties. The Contractor represents and warrants that all obligations owed to third parties with respect to the activities contemplated to be undertaken by the Contractor pursuant to this Contract are or will be fully satisfied by the Contractor so that the Agency will not have any obligations with respect thereto.

H7. Title to Property. The Contractor represents and warrants that title to any property assigned, conveyed or licensed to the Agency is good and that transfer of title or license to the Agency is rightful and that all property shall be delivered free of any security interest or other lien or encumbrance.

H8. Industry Standards. The Contractor represents and expressly warrants that all aspects of the goods and services provided or used by it shall conform to the standards in the Iowa Department of Education in the performance of this Contract.

H9. Technology Updates. The Contractor represents warrants that it shall continually use and integrate the most current and up-to-date technology commercially available.

I. Contract Administration

I1. Independent Contractor. The status of the Contractor shall be that of an independent contractor. The Contractor, its employees, agents and any subcontractors performing under this Contract are not employees or agents of the State of Iowa or any agency, division or department of the state. Neither the Contractor nor its employees shall be considered employees of the Agency or the State of Iowa for federal

or state tax purposes. The Agency will not withhold taxes on behalf of the Contractor (unless required by law).

12. Incorporation of Documents. The RFA, and amendments and written responses to bidders' questions (collectively RFA) and the Contractor's Proposal submitted in response to the RFA, form the Contract between the Contractor and the Agency and are incorporated herein by reference. The parties are obligated to perform all services described in the RFA and Proposal unless the Contract specifically directs otherwise.

13. Order of Priority. In the event of a conflict between the Contract, the RFA and the Proposal, the conflict shall be resolved according to the following priority, ranked in descending order: (1) the Contract; (2) the RFA; (3) Proposal.

14. Compliance with the Law. The Contractor, its employees, agents, and subcontractors shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations and orders when performing the services under this Contract, including without limitation, all laws applicable to the prevention of discrimination in employment and the use of targeted small businesses as subcontractors or suppliers. The Contractor, its employees, agents and subcontractors shall also comply with all federal, state and local laws regarding business permits and licenses that may be required to carry out the work performed under this Contract.

15. Amendments. This Contract may be amended in writing from time to time by mutual consent of the parties. All amendments to this Contract must be in writing and fully executed by the parties.

16. Third Party Beneficiaries. There are no third party beneficiaries to this Contract. This Contract is intended only to benefit the State, the Agency and the Contractor.

17. Choice of Law and Forum. The laws of the State of Iowa shall govern and determine all matters arising out of or in connection with this Contract without regard to the choice of law provisions of Iowa law. In the event any proceeding of a quasi-judicial or judicial nature is commenced in connection with this Contract, the exclusive jurisdiction for the proceeding shall be brought in Polk County District Court for the State of Iowa, Des Moines, Iowa. This provision shall not be construed as waiving any immunity to suit or liability including without limitation sovereign immunity in State or Federal court, which may be available to the Agency or the State of Iowa.

18. Assignment and Delegation. This Contract may not be assigned, transferred or conveyed in whole or in part without the prior written consent of the other party. For the purpose of construing this clause, a transfer of a controlling interest in the Contractor shall be considered an assignment.

19. Use of Third Parties. The Agency acknowledges that the Contractor may contract with third parties for the performance of any of the Contractor's obligations under this Contract. All subcontracts shall be subject to prior approval by the Agency. The Contractor may enter into these contracts to complete the project provided that the Contractor remains responsible for all services performed under this Contract. All restrictions, obligations and responsibilities of the Contractor under this Contract shall also apply to the subcontractors. The Agency shall have the right to request the removal of a subcontractor from the Contract for good cause.

20. Integration. This Contract represents the entire Contract between the parties. The parties shall not rely on any representation that may have been made which is not included in this Contract.

I11. Headings or Captions. The paragraph headings or captions used in this Contract are for identification purposes only and do not limit or construe the contents of the paragraphs.

I12. Not a Joint Venture. Nothing in this Contract shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties hereto. Each party shall be deemed to be an independent contractor contracting for services and acting toward the mutual benefits expected to be derived herefrom. No party, unless otherwise specifically provided for herein, has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to this Contract.

I13. Joint and Several Liability. If the Contractor is a joint entity, consisting of more than one individual, partnership, corporation or other business organization, all such entities shall be jointly and severally liable for carrying out the activities and obligations of this Contract, and for any default of activities and obligations.

I14. Supersedes Former Contracts or Agreements. This Contract supersedes all prior Contracts or Agreements between the Agency and the Contractor for the services provided in connection with this Contract.

I15. Waiver. Except as specifically provided for in a waiver signed by duly authorized representatives of the Agency and the Contractor, failure by either party at any time to require performance by the other party or to claim a breach of any provision of the Contract shall not be construed as affecting any subsequent right to require performance or to claim a breach.

I16. Notice

I16.1. Any and all notices, designations, consents, offers, acceptances or any other communication provided for herein shall be given in writing by registered or certified mail, return receipt requested, by receipted hand delivery, by Federal Express, courier or other similar and reliable carrier which shall be addressed to each party as set forth as follows:

If to the Agency: Chief, Bureau of Children, Family and Community Services
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

If to the Contractor [**name and address**]:

I16.2. Each such notice shall be deemed to have been provided:

I16.2.1. At the time it is actually received; or,

I16.2.2. Within one day in the case of overnight hand delivery, courier or services such as Federal Express with guaranteed next day delivery; or,

I16.2.3. Within five (5) days after it is deposited the U.S. Mail in the case of registered U.S. Mail.

I16.3. From time to time, the parties may change the name and address of a party designated to receive notice. Such change of the designated person shall be in writing to the other party and as provided herein.

I17. Cumulative Rights. The various rights, powers, options, elections and remedies of any party provided in this Contract, shall be construed as cumulative and not one of them is exclusive of the others or exclusive of any rights, remedies or priorities allowed either party by law, and shall in no way affect or

impair the right of any party to pursue any other equitable or legal remedy to which any party may be entitled as long as any default remains in any way unremedied, unsatisfied or undischarged.

I18. Severability. If any provision of this Contract is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect the validity or enforceability of any other part or provision of this Contract.

I19. Time is of the Essence. Time is of the essence with respect to the performance of the terms of this Contract.

I20. Authorization. Each party to this Contract represents and warrants to the other parties that:

I20.1 It has the right, power and authority to enter into and perform its obligations under this Contract.

I20.2 It has taken all requisite action (corporate, statutory or otherwise) to approve execution, delivery and performance of this Contract, and this Contract constitutes a legal, valid and binding obligation upon itself in accordance with its terms.

I21. Successors in Interest. All the terms, provisions, and conditions of the Contract shall be binding upon and inure to the benefit of the parties hereto and their respective successors, assigns and legal representatives.

I22. Record Retention and Access. The Contractor shall maintain books, records and documents which sufficiently and properly document and calculate all charges billed to the Agency throughout the term of this Contract for a period of at least **five (5)]** years following the date of final payment or completion of any required audit, whichever is later. Records to be maintained include both financial records and service records. The Contractor shall permit the Auditor of the State of Iowa or any authorized representative of the State and where federal funds are involved, the Comptroller General of the United States or any other authorized representative of the United States government, to access and examine, audit, excerpt and transcribe any directly pertinent books, documents, papers, electronic or optically stored and created records or other records of the Contractor relating to orders, invoices or payments or any other documentation or materials pertaining to this Contract, wherever such records may be located. The Contractor shall not impose a charge for audit or examination of the Contractor's books and records.

I23. Solicitation. The Contractor warrants that no person or selling agency has been employed or retained to solicit and secure this Contract upon an agreement or understanding for commission, percentage, brokerage or contingency excepting bona fide employees or selling agents maintained for the purpose of securing business.

I24. Obligations Beyond Contract Term. This Contract shall remain in full force and effect to the end of the specified term or until terminated or canceled pursuant to this Contract. All obligations of the Agency and the Contractor incurred or existing under this Contract as of the date of expiration, termination or cancellation will survive the termination, expiration or conclusion of this Contract.

I25. Counterparts. The parties agree that this Contract has been or may be executed in several counterparts, each of which shall be deemed an original and all such counterparts shall together constitute one and the same instrument.

I26. Additional Provisions. The parties agree that if an Addendum, Rider or Exhibit is attached hereto by the parties, and referred to herein, then the same shall be deemed incorporated herein by reference.

I27. Further Assurances and Corrective Instruments. The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such

supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this Contract.

I28. Delay or Impossibility of Performance. The Contractor shall be in default under this Contract if performance is delayed or made impossible by an act of God, flood, fire or similar events. In each such case, the delay or impossibility must be beyond the control and without the fault or negligence of the Contractor. If delay results from a subcontractor's conduct, negligence or failure to perform, the Contractor shall not be excused from compliance with the terms and obligations of this Contract.

I29. Suspension and Debarment. The Contractor certifies pursuant to 31 CFR Part 19 that neither it nor its principles are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this Contract by any federal department or agency. The Contractor shall execute the certification regarding debarment attached as Exhibit A.

I30. Lobbying Restrictions. The Contractor shall comply with all certification and disclosure requirements prescribed by 31 U.S.C. Section 1352 and any implementing regulations and shall be responsible for ensuring that any subcontractor fully complies with all certification and disclosure requirements. The Contractor shall execute the certification regarding debarment attached as Exhibit B.

I31. Tobacco Smoke Prohibited

I31.1. Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments, by federal grant, contract, loan or loan guarantee. Federal programs include grants, cooperative agreements, loans or loan guarantees and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated or maintained with such federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable federal funds is Medicare or Medicaid; or facilities (other than clinics) where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible party.

I31.2. The Contractor certifies that it and its subcontractors will comply with the requirements of the Pro-Children Act of 1994 and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act. The Contractor shall execute the Certification of Compliance with the Pro-Children Act of 1994 attached as Exhibit C and provide the original certification when it executes this Contract.

I32. Certified Audits. Local governments and non-profit subrecipient entities that expend \$300,000 or more in a year in federal awards (from all sources) shall have a single audit conducted for that year in accordance with the provisions of OMB Circular A-133 "Audit of States, Local Governments, and Non-Profit Organizations." A copy of the final audit report shall be submitted to the Agency if either the schedule of findings and questioned costs or the summary schedule of prior audit findings includes any audit findings related to federal awards provided by the Agency. If an audit report is not required to be submitted per the criteria above, the subrecipient must provide written notification to the Agency that the audit was conducted in accordance with Government Auditing Standards and that neither the schedule of findings and questioned costs nor the summary schedule of prior audit findings includes any audit findings related to federal awards provided by the Agency. See A-133 Section 21 for a discussion of subrecipient versus vendor relationships.

I33. Drug Free Work Place. The Contractor shall provide a drug free workplace in accordance with the Drug Free Workplace Act of 1988 and all applicable regulations. The Contractor shall execute the certification regarding a drug free workplace and provide the original certificate to the Agency when it executes this Contract. Contractor agrees to abide by the terms of the certification. The certification is a material representation of fact upon which the Agency relied when making or entering into this Contract and any extension or renewal thereof.

Exhibit A

CERTIFICATION REGARDING DEBARMENT, IV. SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION--LOWER TIER COVERED TRANSACTIONS

By signing and submitting this Proposal, the bidder is providing the certification set out below:

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the bidder knowingly rendered an erroneous certification, in addition to other remedies available to the federal government the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
2. The bidder shall provide immediate written notice to the person to whom this Proposal is submitted if at any time the bidder learns that its certification was erroneous when submitted or had become erroneous by reason of changed circumstances.
3. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principle, proposal, and voluntarily excluded, as used in this clause, have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this Proposal is submitted for assistance in obtaining a copy of those regulations.
4. The bidder agrees by submitting this Proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
5. The bidder further agrees by submitting this Proposal that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
6. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not proposed for debarment under 48 CFR part 9, subpart 9.4, debarred, suspended, ineligible, or voluntarily excluded from covered transactions, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. A participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.
7. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
8. Except for transactions authorized under paragraph 4 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**CERTIFICATION REGARDING DEBARMENT,
SUSPENSION, INELIGIBILITY AN VOLUNTARY
EXCLUSION--LOWER TIER COVERED TRANSACTIONS**

(1) The bidder certifies, by submission of this Proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

(2) Where the bidder is unable to certify to any of the statements in this certification, such bidder shall attach an explanation to this Proposal.

(Signature)

(Title)

(Company Name)

Exhibit B

Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

- A. No federal appropriated funds have been paid or will be paid on behalf of the Sub-Grantee to any person for influencing or attempting to influence an officer or employee of any federal agency, a Member of the Congress, an officer or employee of the Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, or the extension, continuation, renewal, amendment, or modification of any federal contract, grant loan or cooperative agreement.
- B. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any federal agency, a Member of the Congress, or an employee of a Member of Congress in connection with this Contract, grant, loan, or cooperative agreement, the applicant shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- C. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C.A. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: _____

Title: _____

Organization: _____

Date: _____

Exhibit C

CERTIFICATION OF COMPLIANCE WITH PRO-CHILDREN ACT OF 1994

The Contractor must comply with Public Law 103-227, Part C Environmental Tobacco Smoke, also known as the Pro-Children Act of 1994 (Act). This Act requires that smoking not be permitted in any portion of any indoor facility owned or leased on contracted by an entity and used routinely or regularly for the provision of health, day care, education, or library services to children under the age of 18, if the services are funded by federal programs either directly or through State or local governments. Federal programs include grants, cooperative agreements, loans or loan guarantees, and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable federal funds is Medicare or Medicaid; or facilities (other than clinics) where WIC coupons are redeemed.

The Contractor further agrees that the above language will be included in any subawards that contain provisions for children's services and that all subgrantees shall certify compliance accordingly. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1000 per day.

Signature: _____

Title: _____